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ABSTRACT

In reviewing some of the most recent published and unpublished national documents available, this paper provides information on educational development and planning in selected developing countries in Africa, Asia, and the Caribbean. The major concern in most of the countries considered is to develop an educational system capable of meeting the needs of national economic, social, and cultural development. Primary objectives of educational development in the plans reviewed include democratization of education, promotion of national or cultural identity and socioeconomic modernization, and establishment of close links between education and employment and between education and socioeconomic development. The paper discusses in some detail the mobilization, allocation, and utilization of resources covered in the documents from Sierra Leone and India. The final section examines the interplay in time of political, economic, social, cultural, and technological factors that determine the pace and pattern of educational development in order to suggest possible trends for the future. (Author/WD)

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The present study was prepared in connection with the Unesco programme activity entitled "Reflection on the Future Development of Education", which aims to explore prospects for the development of education over the next two decades and to outline priorities for internationnal cooperation in education.

- Reflection on the Future Development of Education-

DIRECTIONS OF EDUCATIONAL DEVELOPMENT IN THE DEVELOPING COUNTRIES

Outlook for the year 2000

prepared by

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for the

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Oct. 1979

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FOREWORD

Unesco's General Conference at its 19th session (Nairobi, Kenya, 1976) resolved that the Secretariat give particular attention to "gathering and disseminating information about new educational policies for the renewal of educational systems, adapted to specific needs on the basis of particular social, economic and cultural situations and aimed at promoting democratization of the systems within the framework of life-long education" (Programme Resolution 1.111).

In line with this mandate the Division of Educational Policy and Planning began in 1977 reproducing selected technical papers and distributing them as a series under the general title: "Reports, Studies ...". The aim of this series is to stimulate reflection and discussion on current issues confronting educational policy-makers, planners, administrators and school architects. Distribution is limited to Unesco officials at Headquarters and in the field, as well as interested technical personnel in governmental and private institutions. It is hoped that this series will promote and serve as a vehicle for increasing communication between individuals and institutions concerned with policy and planning aspects of education.

The "Reports, Studies ..." series consists of two sub-series : (i) papers with a subject orientation (numbered S.1, S.2, etc.) and (ii) papers focusing on a given country (numbered C.1, C.2, etc.). Subject papers deal with such topics as educational policies and legislation, planning and management techniques, planning and design of educational space and facilities, the relationship of education to productive work and employment, inter-country cooperation, the role of education in respect of the New International Economic Order, etc. Country papers are either brief profiles of the educational system of a particular country (mainly the LDCs) or treat a specific reform or aspect of the country's educational system.

Some of the papers reproduced in the series are "desk studies" based on information available within Unesco, others were originally prepared as background or discussion papers for a meeting or seminar, while still others are personal position papers representing part of a continuous dialogue within the Unesco Secretariat.

Papers are selected for the series on the basis of their topical interest. Readers should bear in mind that many, if not most, of the papers are working documents, unedited and not intended for public distribution. Some of the authors have written in a language other than their mother tongue, which explains certain linguistic deficiencies. It must also be stressed that the papers present the ideas of their respective author and do not necessarily reflect the policies of Unesco.

The Division of Educational Policy and Planning welcomes comments and suggestions concerning the series and invites readers to make known their reactions to particular ideas presented or to entire papers. In certain cases it may be possible to reproduce such comments and reactions in a subsequent issue of the series. For the convenience of readers who may wish to contact the author of a paper, the current contact address is given whenever possible.

AVANT PROPOS

La Conférence Général de l'Unesco, lors de sa 19e session (Nairobi, Kenya, 1976) a décidé que "la collecte et la dissémination de l'information sur les nouvelles politiques d'éducation pour le renouvellement et la réforme des systèmes d'éducation adaptés aux besoins spécifiques basés sur des situations sociales, économiques et culturelles particulières et qui ont comme objectif la démocratisation des systèmes dans le cadre de l'éducation permanente" (Résolution 1.111 du programme) se situent parmi les objectifs prioritaires de l'Organisation.

Conformément à ce mandat, la Division des politiques et de la planification de l'éducation a entrepris en 1977 la reproduction et la distribution de certains documents techniques, sous le titre général de "Rapports et Etudes ...". Cette série a pour objet de stimuler la réflexion et les discussions portant sur les problèmes courants auxquels doivent faire face les décideurs, les planificateurs et les administrateurs de l'éducation ainsi que les architectes scolaires. La distribution se limite aux professionnels du Siège et hors-Siège, ainsi qu'aux personnels d'institutions gouvernementales ou privées susceptibles de les trouver utiles pour leur travail. Nous espérons que cette série constituera un moyen pour promouvoir et augmenter la communication entre les individus et les institutions concernés par les différents aspects des politiques et de la planification de l'éducation.

Ces "Rapports et Etudes ..." se divisent en deux catégories: (i) les documents qui traitent d'un sujet (numérotés S.1, S.2, etc.) et (ii) les documents qui traitent d'un pays (numérotés C.1, C.2, etc. Les premiers portent sur des sujets tels que les politiques et la législation de l'éducation, les techniques de gestion et de planification, la planification et l'étude des espaces, constructions et équipements éducatifs, la relation entre éducation/travail/emploi, la coopération entre les pays, le rôle de l'éducation par rapport au Nouvel ordre économique international, etc. Les seconds présentent des profils du système éducatif d'un pays donné (principalement les pays les moins développés), ou traitent d'une réforme ou d'un aspect spécifique du système éducatif du pays concerné.

Certains des documents reproduits dans cette série sont des "desk studies" basés sur des informations déjà existantes à l'Unesco, d'autres ont été préparés à l'origine pour servir de documents de base ou de discussion à des réunions ou séminaires, alors que d'autres encore, exprimant les positions personnelles des auteurs, se situent dans le cadre d'un dialogue permanent au sein du Secrétariat de l'Unesco.

Les documents sont choisis pour cette série en fonction de l'actualité du sujet traité. Les lecteurs doivent tenir compte du fait que beaucoup, sinon la plupart, des documents sont des documents de travail inédits et ne sont pas destinés au public. Certains auteurs ont rédigé ces documents dans une langue qui n'est pas la leur, ce qui explique certaines faiblesses linguistiques. Nous voudrions également souligner que les documents expriment les idées de leurs auteurs respectifs et ne reflètent pas nécessairement la politique de l'Unesco.

La Division des politiques et de la planification de l'éducation souhaite recevoir des commentaires ou suggestions au sujet de la série, et demande aux lecteurs de bien vouloir faire part de leurs réactions à certaines idées exprimées ou à des documents dans leur ensemble. Dans certains cas, il sera peut-être possible de reproduire ces commentaires et réactions lors d'une prochaine parution de la série. Les adresses des auteurs des documents sont indiquées afin de donner aux lecteurs qui le désirent la possibilité d'entre en contact avec eux.

DIRECTIONS OF EDUCATIONAL DEVELOPMENT

IN THE DEVELOPING COUNTRIES

Outlook for the year 2000

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Résumé

Cette étude, entreprise sur la base de documents récents, notamment de plans d'éducation, "livres blancs" et autres rapports nationaux d'un certain nombre de pays en développement vise à identifier et analyser les principaux buts socio-économiques ainsi que les objectifs éducatifs correspondants poursuivis par les pays en développement en général. Ce document examine les stratégies et programmes en cours, ainsi que ceux qui sont planifiés ou proposés dans le dessein de réaliser ces objectifs et étudie les principaux problèmes et perspectives en tenant compte des facteurs susceptibles d'influencer l'allure et le processus du développement de l'éducation.

La préoccupation majeure de la plupart des pays concerne le développement d'un système éducatif capable de s'adapter à une situation nationale en évolution et de répondre aux besoins du développement économique, social, culturel et technologique. Les efforts convergent vers la rénovation et la réorganisation des systèmes éducatifs existants, qui sont en général mal adaptés; ils s'articulent autour de cinq objectifs principaux : i) la démocratisation de l'enseignement, ii) la promotion de l'identité culturelle nationale en même temps que la modernisation socio-économique; iii) l'intégration de l'école dans la vie communautaire; iv) la promotion d'une relation entre l'éducation et l'emploi et, v) l'harmonisation du développement éducatif avec le développement socio-économique.

Plusieurs stratégies et programmes sont proposés ou mis en oeuvre afin d'atteindre ces objectifs interdépendants. Parmi les mesures le plus couramment préconisées dans les pays en développement, on peut citer : développement de l'enseignement en vue d'arriver à l'universalisation de l'enseignement du premier degré dont la durée varie de 3 à 9 ans; le développement de l'enseignement extrascolaire (y compris les programmes d'alphabétisation) à l'intention des adolescents et des adultes ; utilisation des langues locales comme langues véhiculaires; réforme profonde des programmes scolaires pour tenir compte des valeurs nationales, pour promouvoir la prise de conscience du milieu naturel et social environnant et pour développer des compétences professionnelles pertinentes; renforcement du rôle de l'école dans la vie de la communauté et vice versa ; diversification des enseignements secondaires et supérieurs et renforcement de leur caractère professionnelle; et intégration de la planification de l'éducation dans la planification du développement socio-économique.

Pour que ces mesures puissent permettre d'atteindre dans une limite de temps fixée les objectifs mentionnés précédemment, il est nécessaire d'accroître les ressources financiers, matériels, et humains. Toutefois, comme la plupart des gouvernements consacrent déjà une part importante de leur budget à l'éducation, ils ne peuvent faire des efforts supplémentaires qu'au détriment des autres secteurs sociaux et économiques qui sont tout aussi importants et dont le développement est essentiel pour augmenter la production, des possibilités d'emploi, le revenu des ménages et autres ressources supplémentaires.

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L'aide financière ne peut aider à résoudre le problème que si elle est minutieusement planifiée en tenant compte des possibilités nationales d'assurer la relève le moment venu.

En plus des ressources financières, l'allure et le processus du développement de l'éducation dépendent aussi de l'effort d'organisation et de la volonté politique. Cet effort et cette volonté sont en grande partie conditionés par le contexte économique, social et culturel national, qui est lui-même affecté par la situation internationale. Indépendamment du contexte national, de la voie choisie du développement et des options technologiques adoptées, les pays en développement ne seront pas en mesure, dans l'espace de temps relativement court qui nous sépare de la fin du siècle, d'atteindre les buts du développement qu'ils se sont assignés s'ils ne rencontrent pas un climat international favorable. Le débat en cours sur l'instauration d'un Nouvel Ordre Economique International met en relief les problèmes à résoudre. Il est par conséquent hasardeux de prédire quelle sera la situation en l'An 2000. Il est fort possible qu'elle apparaisse comme une mosaïque de styles et de stades de développement différents dont chacun constituerait à sa façon un pas vers la réalisation des principaux objectifs cités précedemment.

INTRODUCTION

1. Initially, the intent of this paper was to review briefly the "State of the art" of long-term educational planning and prospective studies in the developing countries with a view to seeing what education would be like in the year 2000. It was to be based on an analysis of governmental long-term development plans, going up to 1990 and beyond, of some representative countries and a review of prospective studies and prognoses of educational development undertaken by developing countries.

2. This initial intention had to be modified because the research of data and materials revealed that few developing countries in fact have attempted to make formal long-term plans. Even the few available are limited to some specific sectors, and long-term plans in education are few. Some countries have created prospective planning units in their planning structures for preparing outline prospective plans for educational development. These are often in the form of implications for education of overall development strategies.

3. In some countries, attempts have been made at forecasting in terms of quantitative targets based on current statistical data and long-term goals. These attempts have been made mostly by private institutions or universities, and sometimes by government departments, mostly to meet the requirements of aid-giving agencies and often with the assistance of international institutions (for example, Unesco's Educational Simulation Models). Most of the developing countries have been involved in setting up quantitative targets on a regional basis at regional and international conferences of Ministers of Education organized under the auspices of international organizations like Unesco and IBE (Addis Ababa Targets, Tokyo Targets, Singapore Targets, etc.).

4. It would be highly interesting to examine how and under what circumstances these targets were set at sub-national, national and regional levels, what attempts were made to achieve these targets in the individual countries and with what results, and what has been the influence of these attempts on educational planning and development planning techniques in the developing countries etc., but this could constitute the subject of another study.

5. Medium-term and 'active' planning is more pervasive in the developing countries than long-term planning. All countries - developing and developed - plan on a short-term basis through, for example, their annual budgets. Most of the developing countries have also developed medium-term (three to seven years) plans, but in many countries the tendency is to shorten the planning horizons. Certain countries which have prepared medium-term plans implement them on a 'rolling-plan' or an annual-plan basis by reordering priorities and setting year-to-year targets for sectoral outlays and outputs for major programmes. It is generally considered important to have a current plan with well-defined targets based on an assessment of the current situation so that the attainment of the quantitative/qualitative targets may be reasonably ensured.

6. Medium and (particularly) long-term plans which define goals and aims are intended to provide directions for possible action, under fairly stable circumstances. However, it is asserted by many commentators that methodological and data problems, combined with institutional uncertainties, such as political instability, change of governments, vagaries of administrative commitment and ability, changes in the international political situation, fluctuations of world markets and inflation, not to speak of natural calamities (flood, drought, etc.), are often so serious as to make long-term and even medium-term planning frameworks of limited practical value.

7. Formulation of medium-term or long-term plans in most countries which have them involve the definition of policies and goals in different sectors, including education, so that together they contribute to the achievement of the overall economic, social and cultural development objectives. In other words, the definition of educational policy and goals and the formulation of educational development plans are carried out within the framework of overall development objectives and plans in such a way that education should contribute to the achievement of the development objectives.

8. Thus, the major concern of educational planning in developed and particularly in developing countries is to develop educational systems capable of responding to changing national situations and meeting the needs of national development. Most of the developing countries, with which the present paper is concerned, have been engaged in the re-adaptation and re-organization, in various ways and to different degrees, of their educational systems to meet the realities and objectives of national development. This has implied a critical review of the existing education systems, their policies and goals, and their relevance to meeting national development objectives ; redefinition of educational policies and goals involving major or minor reforms ; and formulation of educational plans to achieve these goals. Depending on the national situation, this review of the current educational system and the redefinition of policies and goals, often leading to the formulation of new educational development plans, has occured more than once.

9. A review of the present situation with regard to the status of educational plans and the planning situation in the developing countries reveals that (1) in certain countries the educational plans (medium/ long-term) which are often part of national development plans, are being implemented, (2) in certain countries national development plans, including education, are under preparation while the last year of the previous plan is still being implemented, (3) certain countries have formulated new educational policies intended to guide the formulation of new educational plans and (4) in certain countries, education review reports suggesting the reform of existing educational systems are being considered by governments with a view to formulating new educational plans within the framework of national development plans.

10. Thus, the national documents reviewed in this paper fall into three categories : i) on-going educational plans, ii) recently formulated educational policy statements, and iii) educational review reports and recommendations. These documents provide a wealth of material concerning a number of key educational policy issues, like educational disparities and democratization socio-economic relevance of education, cultural identity and modernization and utilization of resources for educational development. They also throw light on the way in which these issues are being or are proposed to be approached.

11. It should be noted that the discussion presented in the following pages is the result of a 'desk study' of national documents available in documentation centres located in Paris. It was not possible to carry out an exhaustive research of published or unpublished materials that may be available in the countries themselves. Time and resources did not permit a visit to the countries nor correspondence or discussions with the national authorities or with research institutions in the countries concerned. There is no doubt that such consultations with national authorities and institutions would be essential for clarifying and enriching the treatment of some of the issues discussed in this paper.

12. The national documents reviewed in this paper have not been selected on the basis of their representativity, whether geographic, ideological or cultural or in terms of development models, nor are the countries comparable in terms of size of population or area. However, they are among the most recent documents available on the subject under consideration. Seven of them are from Africa (Botswana. Gambia, Ghana, Kenya, Liberia, Nigeria. Sierra Leone) three from the Asian region (India, Malaysia, Pakistan), one from the caribbean (Jamaica) and one from the Arab States region (Algeria) (see Annex 1 for details).

13. In the light of the above, the discussions presented here should be seen more as illustrative rather than representative of the issues and problems of future educational development and the possible approaches designed to tackle them. The paper does not present scenarios for future development of education, - whether possible, desirable or probable, pessimistic or optimistic. Not only is the data base inadequate to make such an attempt, but it is felt that scenarios tend to reflect the hopes, fears and interests of the scenarist at a given point of time. Besides a scenario for future educational development cannot be conceived in isolation. It has to be conceived as an integral part of an image of the future society. The author recognizes the need to invent the image of the future over and beyond the present day problems and constraints and to pursue it with conviction and courage, and he attempts to draw attention to the interplay in time of certain factors - political, economic, social, cultural and technological, both national and international - that often tend to blur that image.

I. OBJECTIVES AND STRATEGIES OF EDUCATIONAL DEVELOPMENT

14. The major concern in most of the countries considered is to develop an education system capable of responding to the changing national situations and meeting the needs of national economic, social and cultural development. In general, most of them consider that the systems in operation are not fully adapted to the national socio-economic, geographic and cultural realities and are therefore unable to satisfactorily develop among the citizens - young and old - the attitudes and aptitudes required for national development; they suffer from several inadequacies, most of which are related in particular to equality of access to education and to internal and external efficiency.

15. Most of the documents emphasize that education is a determinant factor of national development and underline the need for readaptation and reorganization of the educational systems to the realities and objectives of national development. Whereas the educational plans under review are being implemented with a view to improving the access situation and internal and external efficiency, the new educational policy statements and the educational review reports, some of which are under government consideration, suggest new policies and goals and reform of the existing systems of education.

MAJOR OBJECTIVES

16. The major objectives of educational development envisaged in the educational plans, policy statements and review reports can be grouped under five broad categories :

A) Democratization of education aimed at providing facilities for equality of access to education through the expansion of elementary education and expanded programmes of non-formal and informal education for adolescents and adults, adult education, literacy and functional literacy programmes, and through increased utilization of mass media for educational purposes. For mass literacy is regarded as a basic requirement for economic development, modernization of socio-economic structure and for providing equality of opportunity for all citizens.

B) The promotion of national/cultural indentity and socio-economic modernization through the utilization of national languages as languages of instruction, and the introduction of suitable curricula and teaching methods emphasizing national culture and value systems as well as the development of scientific attitudes and skills necessary for national socio-economic development and modernization.

C) The integration of school with the community life through such modification in the structure, time-table and the content and methods of teaching which is adapted, at each level and type of education to the realities and development needs of the community around (urban/urban/industrial/agricultural/artisanal) with a view to promoting the pupils' and students' participation in the activities of the community and reciprocally the community's interest in and contribution to the school's activities.

D) The establishment of close links between education and employment This includes (i) the development of those structures, content and teaching and training methods which are most likely to prepare students both for further studies and for employment including self-employment ; (ii) the development of the different levels and types of education particularly technical and higher education (through the adoption of appropriate examination and admission procedures) having regard to the estimated future manpower requirements ; and (iii) provision of facilities for further education and skill-training of those who are already employed or engaged in productive activity.

E) The establishment of close links between education and socio-economic development by approaching education - at all levels and all types - and its development as an integral part of the national development process through the development of appropriate planning and administrative techniques, methods and procedures.

17. These objectives, needless to say, are inter-related and cut across the different levels and types of education and training. The measures and programmes that are suggested or being implemented with a view to achieving the above objectives are many and are not always the same in all the countries under consideration. Certain similarities can however be discerned in the approaches, suggested or adopted according to countries, as can be seen from a discussion of the principal strategies presented below :

A. DEMOCRATIZATION

18. Democratization is viewed to imply elimination of disparities in the provision of opportunities for access to education as between, for example, urban and rural areas, boys and girls, and between privileged and under-privileged sections of the population. The strategy proposed or adopted, in most countries, to achieve democratization may be discerned to have three basic components which are closely inter-related. They are :

a) universalization of first-level education of a specific duration for all school-age children, without discrimination;

b) provision of non-formal learning opportunities for the older age group - adolescents and adults who have never attended schools;

c) appropriate measures to promote enrolment in the schools and to retain them for the prescribed duration of education/training with a view to reducing the incidence of wastage and stagnation.

Another related component, which is being increasingly emphasized is the eradication of adult illiteracy through adult education and literacy programmes.

Universal Education

19. In most of the documents under consideration, democratization is given the highest priority and universalization of a specified duration of first-level education is emphasized.

20. The duration of education to be universalized varies according to countries. Thus Botswana, Kenya, Sierra Leone, Ghana, Algeria and Malaysia aim at the provision of 9 year universal education. In many countries the attainment of 9 year universal education constitutes a long term objective and emphasis, in the medium term, is placed on attaining 6 year universal education. Thus Sierra Leone proposes the expansion of the restructured primary education (of 6 year duration) to cover 70 % of the 7-12 year olds by 1990, and the parallel progressive development of Community Education Centres for initially providing non-formal training to unschooled adolescents/adults. Once universalization of primary education is achieved, Community Education Centres will be combined with primary education to provide 9 year universal comprehensive education base for all those who are unable to enrol in secondary education ; Kenya and Botswana propose the progressive integration of primary education (of 6 year duration in Kenya and 7 years in Botswana) and junior secondary education to provide 9 year universal education ; Algeria also proposes the gradual integration of primary education (6 years) and the revised secondary education (3 years) with a progressive increase in the enrolment of students in the 7th year from the present 50 % to 80 % and more of the primary school graduates.

21. India and Pakistan aim at 8 and 10 years respectively. The other countries, viz Gambia, Liberia, Nigeria and Jamaica, aim at 6 year universal education. Whereas shorter duration is aimed at providing numeracy and literacy and pre-vocational education, including local environment-oriented skill training, longer duration of universal education is aimed at providing vocational/skill training (*) with a view to preparing the pupils for productive work either through self-employment or through absorption in the employment market. Provision of skill training at this level is considered essential because a high proportion of young people completing universal education are obliged to earn their living immediately and therefore discontinue their studies.

22. Some countries also propose a rise in the age of entry. Thus Sierra Leone proposes raising the age of entry from the present 5 years to 7 years, and Botswana to 9 years, Gambia to 8 years. The objective of raising the age of entry is to enrol older boys/girls who would be better prepared to receive skill training and who, after completing their education, would be able to participate immediately in productive work.

(*) It may be noted that some countries like Nepal and Sri Lanka have recently reduced the duration of universal education to 3 and 5 years respectively. With a view to early universalization through the organization of a network of one-teacher schools (Sri Lanka) and one-village schools (Nepal) situated close to the pupils' homes. The main objectives of this education is literacy and numeracy.

23. The time-horizon set for achieving universalization varies according to countries (*). The main strategy envisaged for achieving universalization is the expansion and improvement of physical facilities and the provision for adequate teachers. Most of the countries emphasize the expansion of educational opportunities in the rural areas and other backward areas in order to provide opportunities for the under-privileged sections of the population. In addition, most proposals call for the provision of free education.

Non-formal learning opportunities

24. Many countries where expansion of facilities and universalization of education is foreseen to be achieved over a long time - except in Nigeria which made primary education free and compulsory as from September 1977 under universalization of the Primary Education Scheme - propose the provision, until universalization is achieved, of non-formal education/training for unschooled adolescents/adults.

25. Thus in Sierra Leone, which proposes the introduction of 9 year universal education consisting of 6 year primary combined with 3 year community education provided in Community Education Centres (CECs), and hopes to enrol by 1990 70 % of the school age children (7-12 years) in primary schools, it is suggested that Community Education Centres be used for providing non-formal skill training to unschooled adolescents and adults. The CECs are proposed to be developed and expanded progressively. 20 pilot centres, catering for 2000 adolescents/adults are proposed to be established in 1980 which will be increased to 35 in 1983 and 1320 in 1990 (catering for 52,800 adolescents and 79,200 adults). These centres will provide skill training, relevant to the local needs, of varying durations (6 months to 1 year) depending on the skill. Once universalization of primary education has been achieved. these centres will be combined with primary education so that a unified comprehensive 9 year education is available to all within every catchment area covering 800 to 1000 population.

26. Similarly, Botswana proposes the development of out-of-school education, mainly part-time, and correspondence courses to prepare unschooled children for formal certificates, as well as the introduction of non-formal skill training programmes ; India proposes the development of non-formal condensed courses for children of 9-14 age group who have never been to school and the introduction of part-time non-formal education for early dropouts ; Gambia proposes the establishment of technical education centres attached to the existing Mixed Farming Centres in the rural areas and the development of workshop clusters in the urban areas for providing 3-year non-formal skill training to unschooled children (up to 15 years of age) in the local language ;

(*) For example, Botswana proposes universalization of 9 year education by 1990 ; India by 1988 for 6-14 age group ; Pakistan by 1986-87 for boys and 1992 for girls ; Liberia proposes to enrol 80 % of 6-11 age group by 1985 ; Sierra Leone 70 % of 7-12 age group by 1990 ; Gambia 22 % of 8-14 age group by 1980 and double the number of pupils enrolled by 1986.

Pakistan proposes the development of 5000 mosque schools during the plan period for providing both primary education and out-of-school youth/adult education, the development of 5000 mohalla schools according to which educated women in "purdah" will be encouraged to provide training in home economics to girls, to be later linked with formal schooling and also to provide at a later stage functional literacy courses for adult women and finally, the development of 1000 village workshop schools (to be increased progressively) to provide 1 year skill training in agricultural-based trades for early school dropouts.

Enrolment and retention

27. Most of the countries recognize that provision of adequate facilities for formal or non-formal education by itself does not automatically lead to universalization. In many countries, experience has shown that, for various economic, social and cultural reasons, children do not enrol themselves in the schools, much less in the non-formal classes, and if they do, not all of them continue through the prescribed period of the courses. Thus problems related to enrolment and retention are faced in most countries and most of them envisage measures to encourage both enrolment and retention.

28. The more important of the measures directed to improve retention, proposed or being implemented, include curricular reform to make teaching of programmes relevant and interesting to the children by linking social studies and science to the local environment and citizens' education and the introduction of creative arts, crafts and music (almost all countries under consideration) ; adoption of dynamic methods of teaching which emphasize practical work, experimental and exploratory methods, instead of memorisation (most countries) ; provision for better textbooks and library services (most countries) ; introduction of innovative instructional materials, using local materials (for example, India, Sierra Leone) such as saw dust, cartons, used tins for preparing instruction materials by pupils themselves ; examination reform aimed at progressive introduction of continuous assessment and abolition of terminal examinations (for example India, Nigeria, etc.) ; provision of audio-visual aids in schools particularly radio and television (India, Nigeria, Jamaica, Gambia) ; development/ improvement of educational broadcasting both for teachers and pupils as well as out-of-school adolescents (for example, Botswana, Liberia. Jamaica. Sierra Leone) ; improvement of the quality of teachers through crash courses (Nigeria), refresher courses and in-service training (most countries) and improving pre-service teacher training relevant to the reformed curricula (all countries).

29. The more important of the measures intended to promote enrolment and to encourage parents to send their children to the school include :

a) enrolment drives (India) according to which every primary school is expected to prepare census of all children in the age group 6 to 7 years, and enrol as many of them as possible in the beginning of each school year through specially organized enrolment drives ;

b) emphasis on the recruitment of women teachers to attract girl pupils (for example, India and Pakistan). But experience has shown that it is not always easy to recruit women teachers due to social and cultural reasons. In many cases, women teachers are unwilling to, or find it socially imprudent, to go alone and work in the villages which are not their own. Social/cultural prejudices against working women, particularly working and living alone, exist particularly in the rural areas, and could often constitute a great hurdle to overcome before women teachers can be recruited and deployed on a large scale ;

c) the introduction of religious education (Gambia and Pakistan) - Gambia proposes the introduction of Islamic education to encourage 'orthodox' Muslim parents to send their children to the schools. Pakistan, which emphasizes 'Islamization' throughout the educational system, proposes special measures particularly to encourage girls' education ; opening of mosque schools, which would encourage orthodox Muslim parents to enrol their children, particularly girls, and the creation of mohalla schools to encourage girls to receive training in home economics, later on to be adapted and linked to formal primary education, from women in 'purdah' (with veils) which again is directed to encourage orthodox Muslim parents to enrol their daughters ;

d) introduction of agricultural-oriented practical subjects directed to attract children from certain specific ethnic groups (for example, Gambia) who are reluctant to send their children to the school for economic reasons. Theoretically, this concept is commendable, but in practice how far it would work is difficult to say. For most parents send their children to school so that they may become 'white collar' employees. They do not send them to learn skills which they consider they can teach their children much better than a teacher in the school ;

e) provision of midday meals and, in some cases, free textbooks and clothing (India), for all children of economically poor families. It is assumed that provision of midday meals would encourage poor parents to send their children to school. But the experience in some countries (for example, India) has shown that it does not, in fact, ensure that children attend schools regularly. In fact, a large proportion of pupils present themselves at the time of the midday meal and probably before, but most often are absent after the meal (*) ;

(*) This is not to deny that provision of midday meals, supplementary diet and health services does help the retention of children, particularly from under-privileged homes. A World Bank study revealed that children in Latin American countries miss school because of illness on an average of 50 days a year, in contrast to the average absence of 10 days a year for children in the USA. Similar studies conducted elsewhere (for example, India) also reveal that school children of low socio-economic strata suffer from nutritional deficiency diseases.

f) adoption of multiple entry system according to which over-aged children will be admitted to an appropriate grade depending on their completion of special condensed non-formal education specially organized for over-aged children (India) ;

g) introduction of a system of attendance allowances given to pupils from poor families who attend classes regularly and pass the examination at the end of each year. This has been experimented, with reference to girl pupils, with considerable success in the state of Karnataka (India). An increasing number of girls attend classes and continue through the 5-year period of primary education. This has encouraged the authorities to propose the extension of attendance allowances to boys as well ;

h) promotion of community involvement in the provision of school facilities (construction of school buildings, teachers' living quarters, etc.). Community involvement in the provision of school facilities has not always resulted in promoting democratization of access. It has often benefited richer communities who are able to contribute more schools in their villages compared to poorer communities who are unable to contribute, or contribute little, towards schools in their villages ;

i) the provision of local craftsmen to teach in the school - the strategy of using local craftsmen as teachers in the schools is not without problems. The questions that need to be tackled in this regard are many ; who is a local craftsman ? what should be his qualification/competence ? which draftsman is better than the other ? what should be the nature of his contribution as teacher ? should he be paid for his services ? if so, how much and in relation to what ? how is the skill acquired by the pupil evaluated, and who evaluates ? etc. ;

j) introduction of practical work and skill training. It is assumed that the introduction of practical work and skill training would facilitate the pupil's integration to the world of work and, at the same time, demonstrate to the parents the advantages of sending their children to the school. It may be true that the pupils, after completing universal education which extends between 6 to 9 years, would be better equipped to seek employment or to be self-employed and thus be of economic/financial support to their poor parents. It is also true that raising the entry age to 8 or 9 years and increasing the duration of universal education to 8, 9 or even 10 years would facilitate vocational/skill training necessary for the world of work. But it is not clear to what extent the parents, the majority of whom are poor and live in the rural areas and consider their children who help them from the age of 7 or 8 years, as an economic asset, are prepared to wait that long (i.e. until they are 15 or 17 years old) for their children to become productive members of the family (*). And do they

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(*) Many studies indicate that the biggest single reason for dropouts is poverty and socio-economic backwardness.

really want their children to help them in their work in the village after completing their education, or do they want them to become 'white collar' workers like the children of the privileged classes in the villages and in the urban areas ? It would be desirable to work out strategies that would enable children to help the parents in their economic activities while they are still at school so that it would satisfy the needs of the parents and at the same time create among children an awareness of the needs and possibilities of their own milieu. Besides, turning out in large numbers young people trained in vocational skills who come out of the schools with high expectations, by itself is not sufficient to create jobs. Adequate development activities need to be carried out to provide them with employment opportunities. A review of education plans/policy statements does not reveal what economic/ social measures are proposed by governments to provide employment or otherwise, to those who complete the universal education.

30. Adult education and literacy programmes which are related both to the principle of democratization and to improving the productivity and employability of the working population is discussed in para. 70 below.

31. In brief, in order to be able to make comments on the possible consequences of these measures on democratization of educational opportunities, a great deal needs to be known about (a) the links between enrolment and retention patterns and the economic situation of the parents as well as their socio-cultural based attitudes towards education/schooling and (b) relationship between skill training/ practical work at school and internal and external efficiency of the education provided within the framework of related national economic development measures.

B. CULTURAL/NATIONAL IDENTITY AND MODERNIZATION (1)

32. The promotion of cultural and national identity is another major objective of educational development in the countries under consideration. It is also closely linked to socio-economic modernization in the light

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(1) Throughout this paper, the term 'modernization' is used to signify essentially the introduction of scientific approach and the selective application of science and technology. Modern methods and materials refer to scientific methods and technology adapted to improve existing methods and materials. For a discussion of the different interpretations of modernization in relation to development in the developing countries, please see "Asian Rethinking on Development" - a symposium jointly organized by Unesco and UN Asia Development Institute - Abhinav Publications, New Delhi, 1977 - 171 pages.
Also "Learning To Be" (p.91), "unquestionably development .... implies adopting a scientific frame of mind. Developing countries can only achieve their own renewal yet retain their national features by integrating universal thought into their own national life .... Man's future is ineluctably linked to scientific advances and the development of productive capacity".

of scientific and technological progress. The strategy proposed or adopted to promote cultural/national identity on the one hand, and modernization on the other, consists of two basic components : (a) the development/utilization of national languages as languages of instruction and the revision of curricula to promote the inculcation among children of national consciousness and unity, an awareness of national culture and the problems and ideals of nation building ; and (b) development of scientific aptitudes and attitudes appropriate to the realities and needs of national development through the introduction of practical work and skill training in the revised curricula.

Culture/national identity

33. Most of the countries under consideration propose or have on-going programmes for the appropriate revision of curricula emphasizing various aspects of national culture, unity and nation building and the development/utilisation of national languages as languages of instruction at least during the first few years of first level universal education and their continued teaching in subsequent years.

34. Botswana proposes the introduction of Swetswana as the language of instruction during the first four years of the proposed 9 year universal education to be replaced by English (which will be taught from the third year onwards) from the fifth year onwards. Kenya proposes the utilization of the local language of the catchment area as language of instruction during the first 3 years of the proposed 9 year universal education ; English which will be taught from the first grade onwards, will become the language of instruction from grade 4 ; in addition, Kiswahili is proposed to be taught from grade 3 or 4 onwards ; Algeria plans arabization by 1985. Ghana proposes the introduction of Ghanian mother tongues as languages of instruction during the first four years of the proposed 9 year universal education ; English will replace the mother tongue as language of instruction from the 5th grade ; in addition, the pupils will be required to learn a second Ghanian language from the 7th grade, when French will also be introduced as an additional language ; Nigeria proposes the introduction of mother tongues as languages of instruction during the initial years of universal education to be progressively replaced by English ; in addition, it is proposed to encourage children to learn, in addition to the mother tongue, one of the three major national languages - Hausa, Ibo and Yoruba ; Gambia proposes teaching one of the three local languages - Mandinca, Wollof or Fula, in addition to English which will be the language of instruction.

35. It may be noted in this context that the time-horizon for teaching of national languages in schools and their utilization as languages of instruction would vary according to the countries, particularly in the African region, where most of the languages are

oral languages, depending on the preparatory work (&) that is required to be done. Certain countries (for example, India, Pakistan) have used mother tongues/national languages for a long time as languages of instruction ; certain other countries are in a position to introduce national languages within a relatively short period of time (for example, Arabic for which the script already exists in Algeria), and still others (for example Gambia and Ghana) have to undertake significant research and preparatory work including the development of scripts and standardization of alphabet before introducing the national languages in schools. Gambia presents a typical example in this regard. It proposes to introduce three languages in schools, viz Mandinka, Wollof and Fula. It has therefore established a number of small committees undertaking some research into the teaching of these languages in primary schools, in three stages (i) these committees are expected to write the scripts, standardize the alphabet, experiment in classes/schools, write suitable textbooks and prepare syllabus ; (ii) a number of schools in the areas where each language is most widely spoken would be selected to try out the syllabii prepared by the research committees and an appraisal committee would be set up to evaluate and advise on further action to be taken ; and (iii) depending on the recommendations of the appraisal committee, a national programme for the teaching of these local languages in all schools will be launched.

Socio-economic Modernization

36. Modernization is sought to be promoted through the development among children of attitudes and aptitudes appropriate to the needs of national development by introducing prevocational studies and skill training into the curricula of universal education. It is also intended to improve the productivity and employability of the school leavers, but this aspect will be discussed in a later section.

37. All the countries under consideration propose the introduction or have already introduced, prevocational studies and skill training into the curricula of universal education, including the non-formal programmes intended for unschooled adolescents and adults, and most of them focus on vocational/professional training, teaching of science and technology at secondary and higher levels. In this section on modernization, we focus on curricular changes at the universal education level, as it concerns school-going children, a high proportion of whom will discontinue their studies and enter the world of work immediately afterwards. Most of them are likely to stay back and work in their villages or towns. If modernization is to take strong roots in the country, it is essential that these children be the 'carriers of modernization' by adopting modern approaches and using modern methods and materials and tools in their daily work. This is not to under-estimate the significant role of educated people, particularly scientific and high and middle level skilled personnel in initiating and stimulating socio-economic progress and modernization of the society.

(&) not to speak of political issues that may arise in the selection of languages and cause delay in their introduction in the schools.

38. Many countries - for example Kenya, Gambia, Liberia, Ghana, Nigeria - propose progressive introduction, starting from grade 4, of vocational subjects and manual arts related to local needs and possibilities with emphasis on agriculture-related subjects in the rural areas. In addition, Kenya proposes the employment of local craftsmen as teachers ; Gambia proposes the development of school/ farm plots for demonstration purposes and for promoting practical work among pupils ; Liberia provides for the development of community school programmes in selected rural schools under which schools will have community kitchens for school feeding, school farms for training and production purposes and also undertake functional literacy programmes for adults.

39. Skill training is further emphasized for the grades 6 to 9, which constitute in many countries a part of the proposed 9 year universal education. Sierra Leone proposes the development of community education centres (part of the combined primary and CEC comprehensive education base) for the provision - initially for unschooled adolescents/adults and later for primary school leavers who are unlikely to enrol in secondary schools - of skill training relevant to the local needs (both urban and rural) ; Algeria proposes polytechnization of curricula starting from the 6th grade ; Kenya. which emphasizes integrated rural development in its national development plan, proposes the intensification of agricultural and related skill training from grade 6 onwards ; Gambia proposes the establishment of rural technical centres attached to the existing Mixed Farming Centres in the rural areas and workshop clusters in urban areas to provide appropriate skill training, initially for unschooled adolescents/adults and later for those who complete primary education. Similar programmes are also proposed in other countries viz Jamaica, Pakistan, India.

40. The introduction of prevocational studies and skill training in schools, often combined with practical work in school workshops and farming plots, implies training in scientific enquiry methods/ problem solving and in the utilization of modern methods, materials and implements (suitable in near-ideal circumstances to national realities and needs of development). Thus, for example, children learning agricultural studies and working on the farming plots attached to the school are expected to acquire some basic knowledge about soil conditions and types, crops, diseases and pests, methods of cultivation, tractors, etc. and their application on the school farms. Similarly, for children learning poultry farming, animal husbandry, masonry, smithy, tailoring, etc.

41. It is expected that these children, after completing their education will be able to use the skills acquired at school in their daily work and improve productivity. They will not only adopt modern methods and tools in their own work but will also influence their peers and elders around them to adopt their methods and thus contribute to progressive socio-economic modernization.

42. It is also expected that they would be more receptive than others to the various development/extension services provided by the authorities, and would thus be able to create a favourable atmosphere for extension work to be carried out successfully and thus act as catalyzing agents for a wide spread use of modern methods and the promotion of development activities.

43. These expectations are based on the assumption that they would be able to find work easily and that opportunities as well as facilities would be available for these young people to adopt modern methods and tools in their work. It assumes that they would face no resistance or would easily overcome resistance put up by tradition-bound parents, elders and/or employers, and that necessary credit and modern materials and implements - be it fertilizers, tractors, pesticides, imrpvoed seeds, chicken/poultry yards, sewing machines, cement, bricks, tools, etc. relevant to the work on hand - would be available to them.

44. It is needless to emphasize that a large section of the population in the developing countries, particularly in the rural areas, (particularly parents and elders who are influential) tend to put up a strong resistance to the adoption of modern methods and are most often suspicious of extension agents and their services, wherever they exist. Research and experience in many countries (for example, India) has shown that the reasons for such resistance are many, and the degree of resistance varies according to community. It depends on the social, economic and cultural conditions of the different sections of the population of the community on the one hand, and on the other, the type, quality and relevance to the community of the education provided as well as the facilities - credit, materials and implements made available to them by the various development/extension services operating in the community.

45. The peers/elders in the community are interested in increasing productivity and improving their living conditions by using whatever methods/materials they find suitable. They want the educated children and the development/extension services to help them to do so. But much to their disappointment, children educated under the traditional systems were found to be often ill-equipped both in terms of attitudes and skills either to take active part in the vocations of their parents (for most of them thought they were too good for work on the farm) or to compete successfully with others in town (where the locals most often did better). Similarly, their experience with extension agents/services were found to be not always pleasant and successful. Extension officers and agents were, in many instances, ill-equipped to communicate with the rural people due to differences in their socio-economic and cultural backgrounds and outlooks. Also, in many instances, they were unable to make available to the community the necessary materials/tools in sufficient quantities and/or suitable quality and/or at the proper time.

46. Thus if the proposed reformed universal education is to succeed and if these children are to succeed in introducing modern approaches and methods and in promoting socio-economic modernization of their societies, it is essential that :

a) adequate credit and modern materials and implements in sufficient quantities and of suitable quality be provided for them on time ;

b) appropriate technical advice and support be made available to them to apply modern methods ;

c) appropriate publicity be given to successful results obtained by adopting modern methods.

At the same time :

d) effective programmes be undertaken such as adult education, functional literacy programmes, with a view, among others, to reducing the resistance to modern methods among parents, elders and other influentials ;

e) effective extension work - agriculture, sanitation, health, etc. - be undertaken with a view, among others, to gaining the confidence and respect of the different sections of the population.

47. It is known that most of the developing countries propose or have on-going programmes in this area, and some of them propose or plan to improve or intensify them. It is to be hoped that provision will be made or has been made in the national development plans for the organization and implementation of these complementary programmes in such a way that they together can contribute to progressive socio-economic modernization.

C. COMMUNITY PARTICIPATION

48. Another related component of the strategy of educational development proposed or adopted by many developing countries is the promotion of closer links between the school and the community in which it is located. It is directed to promote the interest and participation of the community in the development of educational resources of the community and reciprocally the participation of the school in the development of the community.

49. In the previous paragraphs we have seen how in some respects the school may be able to contribute to the development and modernization of the community. In this context it might be underlined that teaching of local languages and their utilization as media of instruction goes a long way in facilitating and promoting increased communication between the children attending school and the people in the community, particularly concerning modern methods and approaches. Certain countries propose or have adopted measures specifically directed to promote the participation of the community in the development of the educational resources of the community. For example, Botswana proposes the establishment of junior secondary schools (which constitute a part of the proposed 9 year universal education) constructed by the local community on a self-help basis ;

India provides for the construction of primary school buildings by the local community using local materials. At the same time it proposes relating school vacations to climatic and agricultural conditions so that children may participate in community activities ; Kenya suggests the employment of local craftsmen as teachers in the school. Liberia and Gambia propose the development of school farms for demonstration purposes on plots contributed by the community. The proposed Community Education Centres in Sierra Leone are expected to make maximum use of the resources of the local community enabling skilled experienced people to contribute to teaching and learning.

50. Certain countries propose or have adopted whole programmes to promote community involvement. Thus Liberia provides for the development of community school programmes in selected rural areas according to which school farms will be used not only for production and demonstration purposes but also for providing training to community members. It also provides for the organization by the school of functional literacy classes for the adults. Jamaica provides for the organization of Parish Boards/Zone Action Committees consisting of community representatives for the development and operation of early childhood education programmes. Similarly, under rural education programme, the government of Jamaica started a pilot project (with USAID assistance) in 1976 with three regional rural development centres supported by 18 sub-regional centres to be established by 1983 with a view to determining methodologies for (a) mobilizing and sustaining the interest and involvement of the community for the development of education of the total community ; (b) developing educational programmes relevant to the needs and demands of the different sections of the community and (c) using community-based services and resources effectively and efficiently for these purposes.

51. It is apparent that the establishment of closer links between the school and the community and the promotion of interest and involvement of the community in the educational development, and vice versa, has a great potential in promoting community and national development. It would also contribute to alleviating the problem of enrollment and retention and thus promote universalization of first level education. As the last part of the previous paragraph indicates (the Jamaican pilot project), a great deal of action research at national and sub-national levels needs to be undertaken in order to be able to design effective and comprehensive national strategies and programmes in this area.

D. EDUCATION, WORK AND EMPLOYMENT

52. Another major objective of educational development pursued in the developing countries is the establishment of closer links between education and the world of work. Post-independence experience in most of the developing countries, has shown that no social, economic and cultural development can proceed harmoniously unless there is a broad agreement between education and the working world. "Traditional systems of education inherited from the colonial past and focussing on the training of white-collar workers have created a system whereby, in many developing countries, a high rate of unemployment and underemployment of school leavers with an adequate

and irrelevant education co-exist with a critical demand for a skilled labour force relevant to development needs. The employment crisis is thus attributed to be the result of a mismatch between an educational strategy aiming mainly at quantitative expansion of the academic streams, and an economic strategy which, until recently, focussed on the expansion of the modern sector which can not absorb most of the academically trained people searching for jobs". (*)

53. All the countries under consideration underline the need to correct this situation and focus on developing educational systems that emphasize the development of skills and attitudes relevant to the changing socio-economic needs of development and to the training of skilled personnel of the various categories and levels, in sufficient quantities and suitable quality required to participate in the national development effort.

54. The main strategy proposed or adopted in this regard consists of (a) introduction of prevocational studies and skill training relevant to local needs and possibilities at the level of universal education ; (b) emphasis on technical/vocational training and science and technology at secondary and higher levels, and (c) provision for non-formal skill training programmes for adolescents and adults in a wide range of occupations.

Environment-oriented Universal Education

55. In the earlier sections on socio-economic modernization and on community involvement, we have briefly discussed how the procision of prevocational studies and skill training at the level of universal education is intended to equip young people completing universal education, most of whom will discontinue their studies and enter the world of work for their living, with attitudes and skills that would facilitate their integration to the world of work and enable them to employ modern methods in their daily work. We have also discussed how, and under what circumstances, they can contribute most efficiently to socio-economic progress and modernization of the community and the society at large.

57. A related objective of emphasizing prevocational studies and skill training relevant to the local environment is to discourage the influx of young people from rural areas to urban centres in search of jobs and to encourage them to stay back and work in their own villages/towns. This becomes all the more important in view of the fact that a majority of the population live in the rural areas and are engaged in agriculture and related activities, and the modernization of agriculture and rural development constitute one of the priority objectives of national development in most of the countries under consideration. Most of them thus emphasize agriculture, animal husbandry, handicrafts, home science, agro-based industries

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(*) Meeting of senior officials of the Ministries of Education of the 25 least developed countries - page 5, Final Report, Unesco, Paris 1975. 30 p. (ED/MD/39)

and other related studies so that young people completing school may find it relatively easy to integrate into their rural milieu and work on the family farms or find self-employment or paid jobs in related development oriented activities.

Vocationalization of Secondary Education

57. Similarly, curricular reforms proposed or adopted at the secondary and higher levels emphasize the teaching of science and technology and technical and vocational training intended to promote the employability and productivity of the students once they complete their studies. Thus, for example, Sierra Leone proposes that no distinction be made between general and technical secondary education whether in secondary schools or other training programmes geared to provide technical/vocational training. It proposes a new structure for secondary education consisting of a 3-year common core programme + 2 + 2 year programmes (replacing the existing 5 or 7 year programme). The common core programme will focus on basic skills in and knowledge of job oriented subjects. In the subsequent 2-year programme, the emphasis will be on diversified programmes of professional skills combined with provision for on-the-job experience. At the upper level to be provided at junior colleges or polytechnics, the emphasis will be on a wide range of professional and sub-professional skills linked to the estimated sub-professional and professional manpower requirements of the country, non-formal education/training to be provided in the Community Education Centres and other arrangements to unschooled adolescents and adults will also focus on the provision of skill training relevant to the local environment.

58. Botswana proposes that all post-universal education programmes be restricted to a selected minority. It will consist of part-time/correspondence courses on occupational skills provided according to the principle 'learn while working'. It also proposes that measures be taken to promote employment based on ability rather than on diplomas/certificates.

59. Kenya proposes doing away with the distinction between general and technical education, and providing scientific, pre-vocational and craft-oriented secondary education which will be terminal for most of the students. It suggests the provision of at least four streams with emphasis on agricultural sciences, and calls for the development of national curricula on these lines and the provision of boarding facilities for as many students as possible so that a large number of students may benefit from secondary education. At the tertiary level, the establishment of village polytechniques and the establishment of closer links with agriculture and industry is also proposed.

60. Liberia plans the establishment of comprehensive high schools - one in every county by 1985 - which will emphasize science and vocational education. It also proposes the establishment of centres for science and technology in selected centrally located schools and equipped with laboratories and workshops to be used by other schools in the area which lack such facilities.

61. Gambia proposes the conversion of junior secondary schools into technical secondary schools which will admit 70 % of primary school graduates and provide agricultural and technical education. Similarly, senior secondary schools, to be called high schools, equipped with improved laboratory and workshop facilities are proposed to emphasize vocational education and training. The technical/vocational education provided at the vocational training centre, to be renamed technical institute, will expand and diversify its programmes to meet the identified national manpower requirements.

62. Similarly, Algeria, Ghana, Jamaica and Nigeria emphasize the progressive polytechnicalization and vocationalization of junior secondary education and the provision of professional/vocational training at senior secondary level, with particular emphasis on national development needs. They also propose the development of post-primary technical and post-junior secondary technical/vocational training programmes to be provided in vocational schools, and trade centres for those who are unable to continue their studies in junior/ senior secondary schools. India plans rationalization and consolidation of secondary education with emphasis on vocationalization with the object of making secondary education employment-oriented and directly useful to the students, and the diversification of courses provided in industrial training institutes, polytechnics, agricultural polytechnics, paramedical schools with a view to employment and self-employment.

Non-formal skill training

63. Most of the countries also propose or have introduced special non-formal skill training programmes for unschooled adolescents and adults and for early school dropouts. Thus Liberia plans the introduction of non-formal training programmes in home economics for women in craft training for youth under the community school programme utilizing the facilities available in existing schools ; Gambia proposes literacy lcasses in local language in the rural areas and English in urban areas for adolescents over 13 years of age who have not attended schools ; it also proposes the development of non-formal youth training programmes (in both rural and urban areas) in environment-related occupational skills and local crafts and the development of youth activities through the promotion of youth clubs, Red Cross societies and scout movements, as well as non-formal adult training programmes in such areas as farm development/management, co-operatives, public health, irrigation works, poultry marketing, horticulture, etc. ; Nigeria and Algeria propose in-service training programmes for all cadres of workers ; Botswana proposes vocational skill training and extension programmes to adolescents/adults to improve skills ; Pakistan proposes evening classes for the children of the community and special schools for early school dropouts in addition to the establishment of one teacher village workshops for skill training ; Jamaica plans under its continuing community education scheme the development of Rural Development Centres and correspondence education facilities for providing and upgrading skill training to meet the identified needs of the different groups of the community population.

General and Technical Higher Education

64. In most of the countries under consideration, the proposals and plans for the development of higher education emphasize science and technology and professional education, establishment of closer links with industry and other sectors, with a view to improving the relevance of teaching and research and promoting practical experience and on-the-job training and restricting growth to meet estimated manpower needs.

65. Thus Pakistan emphasizes the improvement of the quality of education in undergraduate institutions by improving facilities. With regard to university education, it proposes consolidation and improvement of quality in research and teaching, promotion of tripartite mobility of staff among universities, research institutions and government departments, development of extension services by university departments in the fields of their specialization, and the development production units and consultative services. As regards professional education, the proposals emphasize the development of closer links with employers' institutions through the establishment of Advisory Committees in all institutions, and the inclusion of employers' representatives on curriculum committees and academic councils to promote relevance of training and on-the-job training, encouragement to the various institutions to provide consultative and advisory services to industry and other sectors of their specialization and finally, diversification of courses and the introduction of new disciplines - shipbuilding, electronics, etc.

66. Nigeria similarly emphasizes the development of professional education to meet national manpower requirements, particularly in engineering and agricultural sciences, establishing greater links between university and industry, provision of practical experience and employment of teachers with practical industries' experience. The overall emphasis will be on science and technology and proposes the opening of new colleges of technology and polytechnics to meet the growing manpower needs. Enrolments to include 60 % of students in science and technology fields and 40 % in liberal studies and the provision of more liberal scholarships.

67. India emphasizes consolidation and improvement of the quality of general higher education. The strategy for improving quality includes restructuring undergraduate and post-graduate courses to make it relevant and meaningful to the students and the society alike, modernization of physical facilities and teaching methods with emphasis on science education and inter-disciplinary activities. Extension services will become an integral part of higher education along with teaching and research and special attention will be given to programmes related to rural development, adult education and other development activities. Research will be encouraged and supported in certain selected centres of quality. As regards technical higher education, the plan again emphasizes consolidation and quality improvement. In view of rapid expansion in earlier years and the adequacy of available facilities, expansion will be almost zero.

Changes in manpower demand in different specialities will be met by appropriate shifts in discipline-wise intakes within the overall capacity of the institutions. It also emphasizes a phazed programme of modernization of facilities and diversification of courses with greater flexibility especially with regard to rural development, and envisages increased encouragement to research sponsored by user agencies and the promotion of technical extension services.

68. Sierra Leone and Jamaica underline the role of the university as an instrument of national development and emphasize quality improvement and restructuring of courses and further expansion to meet the manpower demands of development. Priority areas for development are teacher education/technical teachers, including teachers in agricultural science, home economics, science and technical education. Similarly, Liberia emphasizes the improvement of the quality of university education and its expansion to meet the known national manpower needs and suggest a reduction in the growth from the 11 % growth-rate of the previous decade to 5 % and even 2 % in certain areas. The priority areas for development are teacher education, sciences, agriculture, forestry and engineering and efforts are planned to be made to enrol 60 % of the students in these priority fields.

69. Malaysia, in its outline perspective plan, emphasizes the need for a sizeable increase in the production of scientific and technical personnel at both professional and sub-professional levels to meet the estimated manpower needs (57,000 at degree level and 8,000 at diploma level) for the period 1975-1990. It also proposes a reduction in the present growth rate in liberal arts education.

Adult/literacy programmes

70. Another programme related both to the principle of democratization (see para. 30 above) and the need to improve the productivity and employability of the working population is adult education/literacy programme. Reference has been made in the previous paragraphs to the non-formal skill training programmes for adolescents and adults who have never attended school or who have dropped out early from the school. In addition to such programmes, many of the countries under consideration propose, or have planned, special literacy programmes combined wtih adult education components. The objective of such programmes is the eradication of adult illiteracy in the long or medium term according to countries.

71. Thus Nigeria plans the launching of a nationwide literacy campaign with the objective of eradicating illiteracy in 10 years. It plans to use all educated Nigerians and all available facilities in the existing educational institutions for this purpose. In order to motivate people, it proposes making literacy a requirement for certain occupations and providing facilities for teaching literacy. Pakistan plans to intensify the adult education/literacy programmes during the current plan. The Allama Iqbal open university will plan and co-ordinate activities in this area and organize radio/T.V. programmes, prepare special booklets and reading material for adults and operate mobile Units in the rural areas. It also proposes using un-utilized

local resources for providing personalized adult literacy programmes, mohalla schools for providing 'Quaran Nazira' and home economics oriented skills to women. Liberia plans the intensification of adult literacy programmes which are now organized by different government departments and private church and other organizations - so the annual coverage will increase from 1,500 persons in 1970 to 6,300 persons by 1985. The adult literacy programmes in English will be linked to such areas as agriculture, basic crafts, home economics. Adult education officers and primary school teachers will be mobilized for this purpose, post literacy materials will be provided to neo-literates and radio will be used to motivate people and to provide adult education in health, civics and socio-economic studies. These programmes, it is recognized, are not sufficient to meet the requirements for, in view of the high population growth rate, the absolute number of illiterates is likely to increase rather than decrease.

72. Similarly, Kenya proposes launching a nationwide literacy programme with a view to attaining universal literacy. India plans, under the current plan (1979-1983) a massive adult education programme, focussing on the age group 15-35. Whereas in the past the total number of adults made literate every year was about 0.5 million, it proposes to cover about 65 million during the five year plan period (first year - 1.5 million : second year - 4.5 million : third year - 9 million : fourth year - 18 million : fifth year - 32 million). The programme aimed at illiterate people in the age group 15-35 will provide in addition to basic literacy, an appropriate 'mix' suited to the needs and interests of the individual on such themes as general education, including citizenship training, health education and family planning, upgrading of vocational skills, deeper understanding of science and technology in day to day life, and physical education and cultural activities. All voluntary agencies, young persons interested in social service, institutions and organizations engaged in economic or other activities but interested in adult education, workers' organizations, retired teachers, and other resources outside the formal education system will be utilized for this purpose. In addition, teachers and students will also be utilized on a selective basis and, wherever possible, programmes on adult education will be linked to those of development.

E. EDUCATION AND SOCIO-ECONOMIC DEVELOPMENT

73. It is apparent that the implementation of these proposed/planned programmes will, from year to year, improve the general quality of the labour force/active population and increase the number of skilled personnel at different levels and of various categories ready to enter the world of work. As they will be increasingly aware of their potential abilities to participate more usefully in the promotion of national progress and modernization, their expectations are likely to be high as regards finding opportunities to work commensurate with their newly acquired skills/abilities (employment or self-employment) and to use their newly acquired improved/modern approaches/techniques/skills in their work. Non-availability of such opportunities to work may lead to disappointment and frustations which may have unforeseen social, economic and political consequences.

74. It would seem therefore necessary that parallel and appropriate socio-economic measures be undertaken to create suitable employment opportunities in the rural and urban areas. to facilitate the absorption of the skilled labour force turned out in increasing numbers by the reformed educational systems and to provide adequate facilities for them to use their newly acquired skills with a view to improving productivity and modernization. This implies harmonization of action in the different sectors affecting socio-economic development, including education.

75. In this context, it is needless to emphasize the disadvantage in the long term of developing rigid structures and programmes in the reformed systems. This is sufficiently demonstrated both by the inadequacies of the traditional systems to meet the evolving needs of socio-economic development, and by the time and effort required to reform them suitably. It would seem therefore important to develop flexible systems of education capable of responding to the changing needs of development. It implies the development of flexible structures and programmes, particularly at the secondary and higher levels, whether formal or non-formal, so that they may be easily adapted to meet the changing realities and needs of socio-economic and cultural development and to meet the changing human resource requirements whose estimates need to be carried out in a systematic way on a regular basis.

76. Also it needs to be underlined that estimates of manpower needs, particularly as regards skilled personnel, are useful to a certain extent, in guiding educational development, usually over a short period of time. Experience in many countries has shown (for example, India, Sri Lanka) and it is generally recognized today, that manpower needs are not predictable in the long term. The nature and even the concept of manpower needs evolves almost imperceptibly with changes in social, economic and political situations and aspirations and in the light of rapid changes in science and technology. It would seem, therefore, reasonable to suggest that employment-related problems cannot always be avoided by relying too much on manpower estimates alone.

77. A mis-match between education and employment might have been partly responsible for the employment crisis experienced, or being experienced, in certain countries - unemployment among certain categories of highly skilled personnel, shortage of skilled personnel in certain other categories, and large scale unemployment and under-employment (often under-estimated because unexpressed) among a large section of the active population due to lack of social awareness and appropriate skill. But a reform of educational systems is most unlikely, on its own, to resolve the problem of unemployment or promote socio-economic progress and development. A large, socially aware and skilled labour force turned out by the reformed systems might even lead to a worsening of the employment situation.

78. Conversely, it is difficult to imagine that such education reforms can be implemented or meaningful in a situation of socio-economic inaction or stalemate. Education and socio-economic development are mutually complementary and interdependent. Reform in education cannot be envisaged without, at the same time, making provision for appropriate socio-economic development action. They cannot be separated. On the contrary, they need to be co-ordinated, harmonized and even integrated, if socio-economic progress and modernization is to take place.

79. These are not new ideas and have been much discussed. They are contained in the experience of both the developing and developed countries, and are reflected to a greater or lesser extent according to countries, in the development plans and proposals. However, they need to be constantly kept in mind, for they risk being forgotten at the time of implementation due to current economic, political and administrative exigencies.

II. RESOURCES FOR EDUCATIONAL DEVELOPMENT

Introductory comments

80. Adequate resources - financial, human and material - are necessary for successful implementation of plans and programmes directed towards achieving the desired goals. If these resources are not readily available, they need to be appropriately mobilized ; once mobilized, the resource elements need to be related to each other, structured, organized and managed with appropriate timing in such a way that they interact dynamically in achieving the desired goals within the desired time framework.

81. "It is obvious that the interaction among the various resource elements takes place within a given political, economic, social and cultural context at a given time and is, in fact, conditioned by it. A dynamic interaction is facilitated in a favourable context which has to be created, if it does not already exist .... this is often an uphill task and involves a reassessment of what has happened in the past, a diagnosis of the current situation and the determination of a plan of action with clearly defined objectives to be achieved in a projected time perspective. This implies political commitment on the part of the public authorities to evolve appropriate administrative structures and procedures, social patterns and cultural value systems that facilitate the development ...."(*) of a suitable environment.

(*) Learning opportunities within basic services for children in Basic Services for Children : a continuing search for learning priorities - II - Experiments and innovations in Education, Series no. 37, International Bureau of Education. Unesco 1978.

82. Resources are not unlimited and inexhaustible, and a variety of demands are made on them. Even if certain of the resource elements are available in plenty, as it may be the case at a certain point in time in some countries, a variety of demands would still be made on them. Resources are always scarce and there is always competition among different sectors for them. Thus the need for mobilization and selection of appropriate resources and their allocation and utilization according to ordered priorities within the framework of well defined objectives to be achieved in a projected time perspective is ever present.

83. In this section, it is not intended to discuss in a systematic and exhaustive manner the various aspects related to resources needed for the successful implementation of the strategies for achieving the policy objectives discussed in the previous section. For most of the national documents under consideration - Educational Policy Statements and Review Reports - do not treat the resource issues adequately enough to permit systematic discussion. The intent of this section is limited to discussing briefly some measures related to mobilization, allocation and utilization, especially of financial resources proposed or contemplated in the national documents of two countries, Sierra Leone and India.

84. Experience of the 1960's and 70's in the developing countries has shown that readaptation of educational systems and expansion of educational opportunities involves an increase in expenditure on education and the greatest proportion of this expenditure is paid out of public funds. It has also shown that the increase in public expenditure has been faster than expansion of educational opportunities. Thus, for example, during the period from 1960 to 1970, where as the enrolment figures rose by 4.5 % annually, the corresponding annual increase in expenditure was 11.6 %. This constitutes a great strain on resources, particularly in the developing countries, some of which spend between a quarter and a third of government expenditure on education and where scant resources have to be allocated with strict attention to development activities. Thus lack of finances often constitutes one of the major constraints on the expansion and improvement of education (*).

85. The documents under review illustrate, and authorities in many countries also realize, that this increase in expenditure on education has not so far contributed adequately to a balanced development of the different levels and types of education, nor has it helped to satisfactorily improve both internal and external efficiency of educational systems. This might have been, in many cases, due to emphasis put on enrolment expansion and improvement of certain categories/levels of education to the neglect of others. Whatever the reasons, the governments spend a considerable proportion of public expenditure on the existing systems of education.

(*) Regional Conference of African States. Nairobi, July 1968.
Regional Conference of Arab States, Marrakesh, January 1970.

86. Further expansion and improvement of educational systems directed at democratization of access and improvement of internal and external efficiency raises a number of issues related particularly to mobilization of additional resources, reallocation of resources to different levels and types of education reflecting priorities in terms of achieving desired goals and their effective and efficient utilization. That priority attention needs to be given to these issues, if the proposed/adopted strategies of educational development are to be successfully implemented, becomes clear from a review of the present situation of education in relation to stated objectives to be achieved within a relatively short period of time, as illustrated by Sierra Leone and India.

SIERRA LEONE

87. In Sierra Leone, which spends 22 % of its recurrent budget (1973-74) on education - of which about 30 % each is allocated to primary and higher education - less than 35 % of children of primary school age (5-11 years) were at school in 1970-71. It is estimated that if this distribution of educational expenditure is continued, no more than 50 % of school age children will be at school in 1990 ; in the year 2000, nearly 50 % (taking into consideration population growth) of school-age children would still not be in primary school and a much larger proportion of the total population would still have had no formal education. The priority objective proposed (by the Sierra Leone Education Review Report) is to expand primary education to cover 70 % of primary school age children (7-12 years) by 1990 and to provide, in addition, non-formal skill training to some 132,000 unschooled adolescents and adults.

Gross Domestic Product & Government Expenditure

88. Where to find the additional resources to meet these objectives and waht should be the pattern of expenditure ? As a point of departure for further discussion, the Sierra Leone document proposes that additional financial resources may become available if the national economy achieves an annual average growth rate of Gross Domestic Product of 6.5 % and if an annual recurrent allocation to education of 25 % of government's total expenditure is maintained ; it may be possible to achieve the proposed objectives if the pattern of expenditure is adjusted in such a way that 40-44 % (instead of the present 30 %) of government current education expenditure is allocated to education base (i.e. primary and community education centres) and 17 % (instead of the present 22.5 %) to the university of Sierra Leone, by 1990 (*).

(*) The Sierra Leone Education Review Report emphasizes that these suggestions are related only to government recurrent expenditure and do not take into account income from fees.

89. In making these proposals, it is contended that Gross National Product is a powerful determinant of expenditure on education. For the government bears by far the greatest proportion of national expenditure on education and the total amount of resources available to government depends upon the growth of the Gross National Product and the government's willingness to increase tax revenue. Future educational financing would thus depend on the rate of growth of Gross National Product and on the government's ability to make increased budgetary provision for education. Since the government already spends 22 % of its recurrent budget on education. it is very unlikely that any increase in this proportion can be expected either in the near or distant future. Extra funds devoted to education would have to come from those withheld from other priority sectors. So that any increased appropriation on education would have to come from an increase in government resources as a whole, rather than as an increased proportion of government recurrent expenditure spent on education.

90. It is apparent that economic growth and consequent growth in Gross Domestic Product would increase the government's resources and its ability to make available increased funds for education. But economic growth also requires that adequate investments be made in all sectors including education. For the contribution that education can make in stimulating and sustaining socio-economic development cannot be under-estimated, although one may encounter different points of view as regards the exact relationships between education and socio-economic development. In other words, inasmuch as a 6.5 % annual average growth rate in GDP is required to ensure that adequate resources become available for educational development along the desired lines, among other things. resources are also required so that appropriate investments can be made in all sectors to ensure that GDP grows at 6.5 % annually.

91. A realistic approach to circumvent this kind of vicious circle would be to determine priorities within the framework of a feasible plan of possible action with well defined objectives to be achieved within a stated time-horizon. This feasible plan of action should constitute an integral part of a development plan which has been carefully worked out on the basis of a thorough assessment of resource requirements and possibilities and aspirations of the people. So that appropriately developed education can stimulate and sustain socio-economic progress which, in turn can contribute to educational development both by making increased resources available and by creating increasing employment opportunities.

Other Sources of Finance

92. Other sources of finance that can be tapped for increasing resources are the local authorities, religious bodies. and commercial companies. The document suggests that serious consideration should be given to the advisability of increasing the share of 'chiefdoms'/ local authorities in the cost, capital and recurrent of primary schools.

As regards religious organizations and other non-government bodies. it is suggested that they should be made to contribute a higher proportion of the cost of financing the institutions which they run. The government should reduce its contribution towards salaries from the present 95 % to between 70-85 % depending on circumstances. It also suggests the introduction of a special tax on companies and public corporations, especially for improving the scope and content of technical/vocational education. Finally, it suggests the development of self-supporting commercially viable private schools that will offer quality education comparable to that of public-funded schools to the children of those parents who can afford to bear the costs involved. As regards higher education it suggests the raising of tuition fees to cover the full cost of higher education, and the institution of a student loan scheme for everyone, combined with a scholarship programme for the very poor.

Foreign Aid

93. Foreign aid can be another important source of finance. But the Review Report suggests that reliance on foreign aid for launching new educational programmes and substantially expanding existing ones presents serious difficulties mainly because the terms of foreign aid do not always take cognisance of the behaviour of recurrent educational expenditure.

94. It is argued that foreign aid may be either a once-and-for-all injection of new finance, or an injection of very short duration ; it is hardly ever a continuous source of finance. Educational programmes on the other hand, require continuous subsidies of ever-increasing amounts, because their recurrent expenditures tend to grow at an ever-increasing rate and soon exceed the initial capital outlay. Foreign assistance in the form of capital expenditure involves considerable recurrent expenditures to be borne by the government of the aid receiving country, and when foreign aid ceases to flow, the burden of the subsidies and recurrent expenditure almost suddenly increases. This leads to a sharp and often unexpected increase in governments' allocation to education which may affect other equally desirable social projects. Also, it is possible that due to budgetary constraints, the government may not be able to make the additional allocations required, causing quality deterioration at the very early stages of these programmes.

95. It is therefore suggested that foreign aid for capital expenditure should not be considered without thoroughly examining their implications on recurrent expenditure. Applications for foreign financial assistance should not be made without thorough appraisal of the advantages, disadvantages and repercussions as well as its appropriateness for the purpose it is intended to serve within the framework of the desired objectives of educational development.

Effective Utilization

96. While efforts should be made to raise additional resources, equal attention should be given to the utilization of available resources in an effective and efficient manner. It is suggested that one of the ways of ensuring the effectiveness of government's expenditure is to see that the pattern of expenditure is in conformity with the stated goals of education. The relative allocations of government expenditure to the various levels and types of education should reflect the priorities and should be optimum in relation to desired goals. Thus it is suggested that, in view of the priority accorded by the government to primary education (in conformity with Article 26 of the Universal Declaration of Human Rights), the proportion of government education expenditure allocated to the educational base (primary education and CECs) be increased from the present 30 % to 40-44 % by 1990, when the resources available for educational base, it is assumed will be 2 ½ times greater than they were in 1973-74 (in constant 1973-74 values). Similarly, it is suggested that the allocation for the University of Sierra Leone should be reduced from 22.5 % (1973-74) of government's total recurrent education expenditure, to 17 % in 1990, when the amount available for it it is assumed, will be 50 % more than the amount allocated in 1973-74.

97. This progressive readjustment of allocation to different levels of education over a 15 year period is suggested on the assumption that the total resources available to the government will increase over the years with the growth in GNP (6.5 % annually) and that recurrent expenditure on education will increase correspondingly (at between 4-4.5 % annually) and these together will ensure a balanced growth of the different levels/types of education. On the other hand, if changes in the pattern of expenditure were to be introduced immediately, or soon, it might risk adversely affecting balanced growth by increasing allocation to one level/type, to the detriment or neglect of another.

98. Balanced growth of the educational system is considered essential. For it is not possible to expand primary education without expanding the second level education to accommodate increased numbers of primary school leavers seeking further schooling. Teachers' colleges need to be expanded to provide the additional teachers needed by the expanding primary schools ; university programmes need to expand at the very least in order to provide the additional teachers and lecturers for secondary schools and teachers colleges. Also, an increase in access to the educational base produces an invevitable increase in other parts of the system, including an increase in materials needed, school facilities, expanded administrative apparatus and an increase in funds available for university teaching, research and service activities.

99. Optimal utilization of existing facilities is another way of ensuring effective utilization of available resources. Studies and surveys indicate that in some places school facilities are substantially under utilized, especially in provincial primary schools, wehreas in other places there is overcrowding. A more rational distribution of pupils and classrooms and optimum utilization of available teachers would contribute to improving the effectiveness of expenditure.

100. Additionally, optimal utilization of existing facilities would cut down considerably the capital expenditure involved in the construction of new school buildings. It is also suggested that when siting and designing new buildings, attention should be given to the need to keep down maintenance and running costs, and wherever possible local expertise should be used and training elements incorporated in all major building projects.

INDIA

101. In India, in 1977, 69 % of school age children (6-14 years) were enrolled in schools and an estimated 100 million adults (15-35 years) were illiterate. In addition, a survey conducted in 1972 indicated that 94.02 % of the rural population and 87.9 % of the urban population had no employable skills (the skills covered included, apart from the usual service crafts, skills like those of a weaver, a shoemaker, a cobbler, a carpenter, a basket-maker, a mud-house builder, etc.) (a). The priority objectives of educational development under the current five-year plan (1978-83) include (a) the provision of universal elementary education to school age children (6-14 years) by 1988 to be achieved in two phases : increasing enrolment to cover 90 % of school age children by 1983. This involves the enrolment of an additional 32 million children - of whom 16 million are proposed to be enrolled in part-time classes - during 1978-83, and enrolment of 100 % of school age children by 1980 and (b) provision of functional literacy (including skill training) to 65 million adults, with emphasis on the 15-35 age group, during the next five years (1978-83).

102. In comparison with the anticipated achievements during the previous plan (1974-78), the acievement of the proposed targets represents a challenging task and calls for unprecedented efforts. During the previous plan period, only 10.6 million school age (6-14 years) children were enrolled in schools, and the number of adults 'made' literate was about 2.5 million. In order to meet these objectives, the Draft Five Year Plan 1978-83 makes provision for a much higher outlay on elementary and adult education. Thus 46 % and 10 % of the total plan outlay has been earmarked for elementary and adult education respectively, compared to 35 % and 1 % under the Fifth Plan (1974-78). At the same time, the share of University education has been reduced from 22 % in 1974-78, to 14 % for 1978-83, and those of secondary education and technical education have been reduced from 17 % to 15 %, and from 12 % to 7 % respectively.

(a) Govt. of India NSS. Summary Information on the Survey of Employment and Unemployment : preliminary & provisional. Twenty-seven round. Oct. 1972-Sept. 1973. Report No. 255:10, Table 2.3, Page 28 quoted in 'New Horizons in Educational Planning' by Prof. T.D.Lakdawala in EPA Bulletin, Nat. Staff College for Educational Planners and Administrators, New Delhi, India. Vol.1, No. 1, April 1978.

103. This is hardly the place to comment at length on whether the amounts earmarked for different levels/types of education are adequate to meet the needs, what the implications of plan outlays are on non-plan recurrent expenditure and whether the outlays provided for under the Five Year Plan will be respected in making the annual plan-outlays (under the rolling plan scheme). In this context, it is useful to note, however, that plan outlays constitute a relatively small proportion of the total government expenditure on education and training. A study conducted by the planning commission revealed that in addition to outlays of Rs. 12,850 million for education in the Fifth Five Year Plan (1974-79) for the Education Departments, Rs. 14,270 million was allotted, for education, training and research activities, during the same period, by other development departments of the government (*).

104. The above does not take into account the non-plan recurrent education expenditure by the government (including the state governments) which is proportionately higher than plan expenditure. The non-plan expenditure in fact has been increasing much faster than plan outlays. Thus, as a proportion of total education expenditure (i.e. combined plan and non-plan expenditure by Education Departments), the non-plan expenditure increased from 60 % at the end of the Third Plan (1965-66) to 86 % by the end of the Fifth Plan (1977-78). On the assumption that measures will be taken to keep recurrent expenditure to the minimum, it is estimated that the non-plan expenditure for the period 1978-83 would be about Rs. 22,450 million, compared to the plan outlay of Rs. 19,550 million.

Other sources of finance

105. The above expenditure - both plan and non-plan - by developmental departments and education departments, does not take into consideration the educational expenditure incurred by local authorities, religious organizations, commercial companies and other private bodies and institutions which are estimated to be considerable. Thus, the plan-outlays appear to be a small fraction of the total educational effort (both public and private).

106. In the absence of adequate data on the proportion and pattern of expenditure on education incurred by these other sources of finance, it is difficult to determine what the impact of plan-outlays - on which depend non-plan expenditure - would be on the development of the different levels and types of education. It is however apparent that plan outlays, if adhered to, would boost the development of elementary and adult education and thus promote democratization. In this context, it is revealing to note that the proposed outlays for 1978/79 - the first year of the Five Year Plan (1978-83) - provide Rs. 1,610 million for elementary and adult education representing 39 % of the total outlay for the year. This is 17 % less than of the 56 % proposed for under the Five Year Plan Outlays. It is to be expected that this will be corrected in the next four years of the plan period. Commenting on a similar kind of situation occurring

(*) Dr. D.T. Lakdawala "New Horizons in Educational Planning". Op. cit.

in earlier years, it was said that "the reasons for this kind of situation are not to seek. Firstly, the need for following a programme of priorities and needs is not yet realized, secondly, there is a great temptation to continue the existing kinds of schemes, without bringing about any innovations and new programmes and, thirdly, the accent on multiplying institutions in prestigious sectors in the field of education continues. The establishment of such institutions involves huge expenses in terms of appointment of highly paid staff and construction of large buildings, thus depriving the other sectors of education which are not backed by the vocal sections of the community" (*).

Effective utilization of resources

107. The plan envisages taking steps to devise concrete measures to ensure a better and more effective utilization of plan and non-plan outlays and to improve quality of implementation. Some of the measures proposed in the plan include (a) reduction of the unit costs in elementary education by the adoption of a programme of part-time and non-formal education. In fact, one half of the proposed additional enrolments in elementary education will be in part-time classes. In addition, a double shift system, at least for Classes I and II, will be adopted ; (b) a sustained effort will be made to promote optimal utilization of available resources which are often grossly underutilized because of overlapping and duplication involved in bad location of elementary schools and irrational posting of teachers. The measures proposed include recruitment of teachers on the basis of 'average attendance' in addition to enrolments, redeployment of surplus teachers to new schools, use of double shifts, increasing the number of pupils per teacher, etc.

108. The plan emphasizes that expansion visualized is unprecedented, whether considered in absolute figures or in terms of percentage increase, and that sustained and intensive efforts need to be made to devise measures to improve the effectiveness of utilization of resources and the quality of implementation. The implementation of this programme would require, more importantly than financial outlays, organizational effort and administrative support which are necessary human inputs for a total transformation of the educational system. These will include, on the academic side,

> "an emphasis on improving the ethos of the system through the combined efforts of the teachers, students, administrators, and government. adoption of a policy of decentralization and diversification. encouragement of innovations and experimentation through devolution of autonomy, emphasis on the development of non-formal programmes of education at all stages, restructuring and revision of courses at all stages to make them significant and relevant, and adoption of improved methods of learning and teaching ;

(*) Dr. T.D. Lakdawala "New Horizons in Educational Planning" Op. cit.

On the managerial and administrative side, an intensive effort to work with all different departments of government, harnessing the services of industry, organizations of employers, and workers and voluntary organizations, close involvement of the people and raising community support and resources.

The educational agencies will have to function differently to meet the challenges of the new programmes and educational institutions will have to be assisted and encouraged to function in close contact with the community and in mutually supporting groups, rather than in atomized isolation from one another and from the community."

The programme of adult and universal elementary education will also include organization of mass movement of parental education to promote proper attitudes ..... and to create and sustain motivation ..... "(±).

This all round effort may create the favourable environment necessary for successful implementation of the programme.

109. In conclusion, it can be said, without fear of contradiction, that the observations made in the previous paragraph are pertinent, to a lesser or greater degree according to countries, to the programmes of educational development envisaged by the developing countries considered in this paper, as well as to the total effort required for successful implementation of the programmes. For, the development of a viable system of mass education, and the forging of appropriate links between education and socio-economic development calls for total and integrated effort.

III. OUTLOOK FOR THE YEAR 2000

110. In the course of the two preceding sections, an attempt was made to discuss the major objectives and certain salient features of educational development in some developing countries as well as issues and problems related to resources needed for their successful implementation. The discussions reveal a certain similarity in the goals sought and the strategies proposed/adopted to attain the goals in the countries under consideration. It also reveals that the implementation of the strategies is an uphill task and requires unprecedented organizational and financial effort involving harmonization of action in all sectors of socio-economic development.

111. The intent of this section is not to predict what the educational scene would be like in the year 2000. Rather the intent is to discuss briefly, in an historical perspective, the interplay in time of certain factors - political, economic, social, cultural and technological - that determine the pace and pattern of educational development.

(±) Education in the Draft Five Year Plan (1978-83) - chapter 6 of "Draft Five Year Plan (1978-83) Vol III. Government of India Planning Commission pp. 228-249, reproduced in EPA Bulletin, Vol.I. no. 1, April 1978. National Staff College for Educational Planners and Administrators, New Delhi, India.

112. Tomorrow's education is given today. Children who enter school today will be around 26 years old in the year 2000 and would be just beginning their professional careers. Those who are now in schools are the ones who will shape the beginning of the third millenium. The education they receive today - the skills they learn, the attitudes they develop and the value systems they absorb. the ethos they grow up with - will determine the nature of society tomorrow. The reforms and innovations conceived today will not be realized until a few years from now, and their effects will be felt for decades. To give an example, teacher training decisions taken during the 1980's will have repercussions up to the mid-21st century. For teachers trained under a new system of teacher training, say in 1982, would be active professionally for an average of 35-45 years to come. They would be teaching young people whose own productive lives will continue for 50 years (1). What today's young generation would would do and teach tomorrow depends upon what they learn today.

113. By their very nature, every educational endeavour looks to the future. Reform of the existing educational system necessitates prediction of possible futures of education and implies choices. It involves taking out options on the future of society and taking necessary measures for carrying out a political intention. Any planning of education presupposes the existence of a political intention, for it is aimed at implementing a project of society (1). In near ideal circumstances, political intention represents the will of the people and takes into account their suffering, hope and aspirations.

114. Until a few years ago, programmes of educational development were conceived primarily in quantitative terms. Emphasis was put mainly on enrolment expansion at a given time, and in some cases, on improving certain categories of technical and professional education to meet manpower requirements estimated in the light of economic objectives, etc. "The development of educational planning was dominated by the endeavour to establish quantitative relationships between economic growth, the manpower needs of the economy and the social demand for education by individuals and families". (2)

115. In recent years, this type of quantitative educational planning, at least as it was generally practized, has come to be considered a failure for various reasons. A number of problems, particularly unemployment among certain categories of educated people, shortage of skilled personnel in certain other categories, increasing migration of rural population to urban areas, large scale unemployment and under-employment among a large proportion of the active population, brain drain and high cost of education, are attributed to this type of planning.

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(1) Charles Hummel - "Education Today for the World of Tomorrow" - IBE Studies and Surveys in Comparative Education, Unesco 1977. pp. 180-186.

(2) J.R. Glass, Director of CERI, in the preface to the OECD publication "Alternative Educational Futures in the United States and in Europe (107 page 5) quoted by Charles Hummel ; ibid.

116. Whatever the perceived reasons for the failure of this type of planning it is being abandoned by an incrasing number of countries in favour of other approaches. The search for alternative approaches likely to resolve and avoid the recurrence of such problems has resulted in the increasing acceptance of the concept that educational planning should be integrated with a general policy of socio-economic and cultural development. Increasingly, educational development is regarded as constituting an integral part of the national development process. The goals and strategies of educational development should be closely linked to those of national development so that progress in education may accompany and, at the same time, stimulate socio-economic development.

117. One of the basic objectives of development and the declared goal of national development plans is the improvement of the peoples living standards. It is needless to emphasize that this implies interalia increase in production, employment opportunities and household incomes and the provision of social services including education that contribute in turn to improving production, incomes and well being of the population, particularly the underprivileged sections of the population whose needs are the greatest and the most urgent. This will require access to improved methods and techniques of production as well as improved service systems suitably designed to meet the evolving needs and aspirations of the large majority of the population. It is this new approach to socio-economic development that has given rise to the concept of democratization and modernization of education with emphasis on establishing appropriate linkages between educational and development activities.

118. It will be seen from the discussion below that the development of this concept follows rather closely the evolution of educational activity over the centuries and responds to the internal and external pressures exercized, on the one hand, by the rapidly evolving needs of national development and on the other, by the possibilities offered by contemporary scientific and technological transformation which is making a prodigious leap forwards.

119. An overall look at the historical evolution of educational activity in the (&) different regions of the world reveals that education is as old as society itself. Since the dawn of human civilization, children and adults have always received education and training from their parents and elders. They were socialized in the culture and value systems of the clan/ethnic group/class to which they belonged by the family and the elders of the clan. They also acquired vocational education and rudiments of arithmetic needed through apprenticeship. The girls learned home-making and child rearing as well as vocational skills they needed, by assisting their mothers or other elderly women of the clan before and after marriage, and by actual participation. They also received orientation to religion and culture through discourses and practices built around rites and ceremonies, temples and mosques and church, etc. Education

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(&) The discussion of this aspect is primarily adapted from "Learning to Be - the world of Education today & tomorrow", Unesco. Paris 1972 p. 3-24.

was thus natural, continual 'informal' and an integral part of 'living'. "These natural, uninstitutionalized (1) forms of learning have prevailed to the present day in vast regions of the world where they still provide the only form of education for millions of people" (2).

120. Gradually, school as an institution developed during different periods but analogous stages, in all types of societies, and its development was closely linked to the use of written language. Whereas the African tradition was predominantly oral and thus 'informal', classical education systems with well developed school structures and authoritarian master-pupil relationships developed in different regions of the world. Until modern times, these educational systems reflected the existing social relationships and religious ideas of contemporary societies. They were concerned with the training of scribes, administrators, doctors, architects, astronomers and mathematicians and the transmission of traditions and values related to religious dogma and professional skills. Thus education adapted to the conditions of feudal society was limited to meeting the needs and purposes of princes and merchants, clerks and warriors. It was the social status (as determined by political or economic power or profession) that determined an individual's access to education. The objective of the system was primarily to educate individuals to their pre-determined status in society. Consequently, only a small class had access to education and to the classical traditions of the society. The bulk of the population which included primarily peasants, workers and artisans had no access to anything beyond the popular cultural traditions of the society i.e. the uninstitutionalized forms of learning.

121. 'Formal educational systems' emerged in Europe in the wake of industrial revolution. Industrial revolution and consequent economic growth created increasing need for persons capable of reading writing and counting and education began to spread. In certain countries of Europe, expansion of education took place in direct relation to progress of industry. As the industrial revolution spread to more and more countries, it triggered an expansion in education leading to the concept of universal and compulsory attendance. However, the social order of the time marked by increasing class conflict sought to confine this democratization of education within narrow limits. "It was one thing to begin giving rudimentary lessons to children in the cities and the countryside, to ensure that industry had a labour force sufficient for its needs. It was quite another to throw open to the people those avenues of classical and university education which were the fief of the well-born and the wealthy" (3).

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(1) Uninstitutionalized in relation to a later form of education that came to be associated with formal institutions (schools/ colleges) but it was and is to some extent a part of a traditional institutional framework.

(2) "Learning to be" ibid.

(3) "Learning to be", p. 10

122. During the colonial period, these various models of 'formal' education' developed in Europe were transplanted and distributed to colonized lands by the colonial powers. The primary aim of these 'models' was the creation of new classes favourable to the new economic and political order established by the colonial regimes. The education provided ... was not designed to prepare young people for the service of their own country; it was motivated by a desire to inculcate the values of the colonial society and to train individuals for the service of the colonial state"(1). In the words of Lord Macaulay, the aim of British education in India, in the nineteenth century, was to produce "a class of persons, Indian in blood and colour, but English in taste, opinions, in morals and intellect" (2).

123. Since becoming independent, the developing countries have embarked upon programmes of national development aimed - in addition to consolidation of social and cultural identity - primarily at providing higher standards of living for their peoples. It is increasingly realized - in the light of the experience of the undustrialized countries - that socio-economic progress is to a large extent dependent upon "modernization". Modernization of the different productive and social sectors and the improvement of the productive capacity of the population involving a re-definition of cultural goals and re-organization of societal sub-structures is considered essential for achieving national development goals. For most developing societies, it also means taking a leap forward from the pre-industrial to the technological (post-industrial) stage and 'catching up' with the industrialized countries where modernization is taking place at an increasingly rapid rate under the impact of scientific and technological advances (3).

124. Whereas in earlier times, educational systems reflected contemporary societies and existing socio-economic relationships and thus largely followed socio-economic development. present day education, particularly in the developing countries. is called upon to prepare people to participate in the promotion of societal modernization and development and in designing a future society which does not yet exist. Thus education has to precede socio-economic development if the latter were to occur at a relatively rapid pace. For education has come to be increasingly regarded as a determinant factor of the pace and quality of socio-economic development and therefore the quality of life. A word of caution, however. is needed in this context. Although education can be a determinant factor of the nature and pace of educational development, it has to keep pace, while going ahead. with the latter in order that the development process may be harmonious. Socio-economic development is likely to suffer if educational development does not keep pace but goes far ahead or lags behind socio-economic development which is theoretically possible.

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(1) Julius K. Nyerere : Education for Self-Reliance. Dar-es-Salaam. Ministry of Information & Tourism, 1967.

(2) Lord Macaulay : Minute on Indian Education - quoted in Learning to Be, p. 10, op.cit

(3) 'In considering the options for a desirable future... (they) need not to emulate the affluent societies of the west, nor need they worry about the gap between the rich and poor countries' - see 'The Search for Alternative Futures' by Ralph Pieris in 'Asian Rethinking on Development' op. cit.

125. The implications for education of such an enterprise are obvious. Education has to develop among the mass of the people a scientific outlook and the ability to apply scientific methods and techniques in the different productive and social sectors of activity. It implies that education should promote the consolidation and adaptation of social and cultural identity ; it should provide opportunities for effective learning of scientific methods and techniques to larger sections of the population engaged in various activities in the different productive and social sectors ; to children, it should provide for the development of creative outlook scientific spirit and skill training in modern methods and techniques that would be enriching and useful in their working lives. So that the application of the newly acquired scientific methods and techniques instead of alienating people from their milieu and traditions, creating social disharmony and increasing situations of economic discontent, may contribute to the strengthening and enrichment of their traditions and values and to the promotion of social harmony and economic progress.

126. The nature and the quality of scientific methods and techniques taught is dependent upon the technological choices that the society makes on the basis of a careful study of the development strategies and the goals to be achieved within a specified time framework. This implies making choices not only as regards the adaptation and revalorization of traditional age-old methods and techniques which are capable of 'delivering the goods' but also the acquisition and adaptation of technologies developed elsewhere, both developing and particularly developed countries. Making these technological choices is a complex task. In this context, the recent debate on the issue of 'transfer of technology' to the developing countries is revealing. Contemporary studies on this question reveal that "At the present time, the transfer of technology to the developing countries is unprecendented in scope, rapidity and urgency and implies such radical changes, that some countries regard it on the one hand as a necessity for meeting the needs of their people more quickly and, on the other as a form of cultural aggression, bringing about far reaching changes, in their methods of work, ways of thinking, patterns of consumption and system of social relationships and values. There is also a risk of breaking up the fabric of society and the human environment : along-side centres and sectors which are assimilating modern technology - and incidentally, liable to form 'technological isolates' - there will be broad strata of the population in whole regions cut off from the mainstream of technology drawing on it only through the medium of a few consumer goods."(*)

(*) Moving towards change : some thoughts on the new international economic order. Unesco, Paris 1976, page 7.

127. There is need therefore for a careful study of the best conditions and the effects of this spread of knowledge as well the rapidity with which the selected technologies can be introduced to obtain the desired results. It is obvious however that the provision of an education promoting scientific methods and techniques by itself is not sufficient to bring about development and 'modernization'. The development of such an education needs to be accompanied by socio-economic measures that would create opportunities and facilities for the working population to apply the techniques and methods learnt.

128. This involves the transformation of existing educational systems, most of which are legacies of the colonial period, to meet the new goals of national development. These 'European models' we have seen earlier served a different purpose. In most developing countries, efforts hitherto made to reform these systems have not produced satisfactory results. If anything, most of them have contributed to the formation/further strengthening of two parallel societies - to a lesser or greater extent according to countries - 'modernized', urbanized societies co-exist with 'traditional', predominantly (1) rural, societies. As a consequence, a majority of the population living in the 'traditional' rural societies continue to be largely deprived of the possibilities of 'modernization' and of reaping the benefits of whatever socio-economic progress has occurred since independence. This situation, it can be readily perceived, does not facilitate socio-economic progress which, it was argued earlier, depends on modernization of all productive and social sectors (2).

129. Seen in this context, the goals of educational development - democratization and modernization of education and the establishment of appropraite linkages between education and development - proposed/ adopted in the developing countries under consideration, become meaningful. They are aimed at offering possibilities of 'modernization' to an increasingly larger section of the population, particularly in the rural areas, so as to cover within a relatively short period of time all children and the working population. It may be noted here that the emphasis on democratization and modernization of education or mass education does not contradict with elitist education of the past. On the other hand, it underlines the need for a balanced development of the different types and levels of education without neglecting one at the cost of the others.

130. Realization of these goals is indeed an uphill task. For the implementation of the proposed strategies to achieve these goals require, on the one hand, tremendous organizational effort and

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(1) 'Traditional' as opposed to 'modernized' implies non-introduction of science and technology.

(2) In Europe, agricultural revolution made industrial revolution a success - see Ralph Pieris "The Search for Alternative Futures" op. cit.

resources (*) which are not readily available and, on the other hand, it is accompanied by, or causes changes in existing socio-economic relationships and power structures. Resistance to the implementation of the programmes of development emerge in proportion to the extent that the anticipated changes are perceived to pose a threat or adversely affect the interests of the 'dominant'/privileged sections of the population. It can readily be seen that this, in turn, affects organizational effort and the generation of resources that can be made available for educational development. Besides, as we have seen earlier, educational development requires that appropriate socio-economic measures be undertaken to provide opportunities for work and adequate facilities to the educated labour force to apply modern methods and techniques learned. Whether such measures can be taken depends upon the nature and pace of socio-economic progress. Thus, the extent to which, and the manner in which, programmes of educational development can be implemented with success depends upon the national economic, social and cultural context within which it is attempted and the political will to bring about the necessary socio-economic transformations.

131. Thus, although there is no ambiguity as regards the goals of educational development and the objectives to be achieved in the long term, the phases in which the development occurs, the strategies of development and the quality and pace of implementation is determined by the national political, economic, social and cultural context. Given that these contexts vary from area to area and from country to country, the pace and pattern of development is not likely to be similar in all countries. In addition, it would also vary from time to time depending upon the changes in the national contexts that may occur due to various factors - change of 'leadership', natural calamities, wars, etc. It would depend not only on the existing national situation but much more so on the political will to open up the structure of economic opportunity, to appropriately redefine the value system, and to re-organize the societal structures accordingly.

(*) It is sufficient to look at only the demographic factor affecting the realization of the goal of universal education to illustrate this point : in 1975 there were about 4 billion people in the world and about 1.44 billion of them were children under age 15. Of these, an estimated 1.15 billion lived in the developing countries in Africa, Asia, Latin America and Oceania. It is estimated that in the year 2000, there will be 1.62 billion or an additional 470 million children under age 15 in the developing countries, requiring additional resources and services necessary to ensure the provision of educational opportunities not to speak of other social services and employment opportunities. The significance of the effort that is required to be made becomes clear if it is remembered that in 1975, there were about 170 million children between 5 and 11 years of age in the developing countries who were out-of-school.
Population Bulletin - World of children - A publication of the Population Reference Bureau Inc., vol. 33, no. 6, January 1979. (issued in observation of the International year of the Child 1979).

132. The international situation constitutes another important factor influencing the pattern and pace of development. Whatever the development models chosen and whatever their technological choices, the developing societies are dependent on the developed societies for their 'modernization'. Modernization of the developing countries is as much in the interest of the developed societies as it is the need of the developing societies. This is not the place to discuss the issues related to the new international economic order, or the new international, economic, social and cultural order, as some prefer to call it, and rightly so. But the whole debate concerning the 'new world order' illustrates the dynamics of the inter-relationship that exists between the developed and developing societies and how it can influence the pace and pattern of development.

133. In the past, societies evolved slowly. They could do so primarily because the advances in science and technology, particularly communication technology were slow, and the existing international situation did not favour a faster evolution. But the situation has changed. Now the developing societies are required to evolve at a revolutionary pace. This has been necessitated by the raising expectations and aspirations of the people resulting from the gaining of political independence, and by the possibilities to fulfil these expectations/aspirations offered by the revolutionary advances in science and technology. This poses a challenge to the developing societies as well as to the developed and calls for a joint effort to develop a new ethos suited to meet the challenge.

134. In conclusion, it could be said that developing countries are endeavouring to meet this challenge. The goals have been determined and, in many cases, the directions have been outlined. But the pattern and pace of reaching the goal appear to be unclear for it is dependent upon so many factors - national and international - all of which cannot be easily controlled by individual countries. Therefore, it is hazardous at this stage to predict what the educational scene would be like in the year 2000. It may not be homogeneous and may well represent different stages of development, presenting a mosaic of styles and scenarios evolved in the context of national social and cultural values and the evolving international situation affecting them. It should be hoped that given favourable conditions, considerable progress would have been achieved in extending a more relevant education to a larger proportion of children and a larger section of the adult population through both formal and non-formal methods, thus opening up further possibilities for accelerated 'modernization'.

ANNEX I

ANNOTATIONS TO NATIONAL DOCUMENTS

A. EDUCATIONAL PLANS

1. India: Education in the Draft Five Year Plan 1978-83

Chapter 6 of the Five Year Plan (1978-83) Volume III, Government of India Planning Commission, pages 228-248 reproduced in EPA Bulletin, Volume I, Number 1, April 1978. National Staff College for Educational Planners and Administrators, New Delhi, India. Pp. 55-72.

The chapter briefly delineates the proposals for the development of the different levels and types of education during the plan period.

2. Jamaica: Five Year Education Plan 1978-83 - Draft Two - Ministry of Education, Jamaica. December 1977 (223 pages)

Final draft distributed for public examination and comment before its final version is prepared for presentation to the Parliament.

Presented in two sections. Section 1 (Chapters 1 and 2) provides the background to the plan. It outlines the long term objectives of educational system as determined by the social goals of the nation, and describes the present system and some of the problems which the plan will deal with. Section 2 (Chapters 3,4 and 5) state the rationale from which the objectives are derived and determine strategies and activities in specific areas, and presents strategies for qualitative development of the educational system.

3. Liberia: Long range Education Plan 1976-1985

Second draft 1 March 1976. Bureau of Planning and Research, Ministry of Education, Monrovia, Liberia. Vol I, typed version, different pagination (Volume II - appendices contains background information to individual sections of the plan and details on the methods of quantitative projections).

The plan is presented in eight sections, each dealing with general goals and policies: Education plans in '60s; General frame of reference; Administration & Management; the different levels and types of education (elementary, secondary general, technical-vocational, teacher, higher and non-formal education); ancillary services for education; summary of Ministry of Education recurrent and capital expenditure during the plan period, and development of education in 1990's.

4. Malaysia: Outline Perspective Plan 1971-90

Chapter IV of Third Malaysian Plan 1976-1970. Government Press, Kuala Lumpur, Malaysia, 1976. pp 51 - 90.

The outline perspective plan presents the broad socio-economic framework within which the objectives of the New Economic Policy are being pursued (NEP). It sets out in quantitative terms the major targets of the NEP in the different sectors, including education, demonstrates their feasibility and examines their implications for policy.

B. EDUCATIONAL POLICIES

5. Gambia: Educational Policy 1976-1986. Sessional Paper No.5 of 1976, Republic of Gambia (24 pages).

The document briefly outlines the government's new educational policy covering primary, secondary and post-secondary education as well as non-formal education.

6. Ghana: The New Structure and Content of Education for Ghana. Ministry of Education - Government of Ghana, Feb 1974 (9 pages)

The proposals contained in this document are a blend of the proposals submitted by Dzobo Committee in June 1973, views of the Ministry of Education and those of the public. These proposals have been approved by the Government.

7. Nigeria: Federal Republic of Nigeria - National Policy on Education - Federal Ministry of Information. 1977, Lagos (35 pages)

As it is stated in the introduction...'the document is based to a large part on the recommendations of a seminar of distinguished educational experts held in 1973, modified in its passage through the various organs of government which made some recommendations either obsolete, having been overtaken by events, or no longer acceptable in the light of changed 'circumstances'....' The government has set up a National Education Policy Implementation Task Force which will translate the policy into a workable blueprint that will guide.... to implement educational policy and will so develop monitoring system of the progress of the planned educational evolution. Since education is a dynamic instrument of change, this policy will need to be constantly reviewed to ensure its adequacy and continued relevance to national needs and objectives.

The document sets out policy objectives and strategies in twelve sections: philosophy of Nigerian education; pre-primary education; primary education; secondary education; higher education including professional education; technical education; adult and non-formal education; special education; teacher education; educational services; administration, planning and financing of education, and financing of education.

8. Pakistan: National Education Policy (Salient features) - Government of Pakistan, Ministry of Education, Islambad, 1978 (27 pages)

The salient features of the present national educational policy presented in this document are based on the recommendations of a national conference of eminent scholars, educationalists, journalists, lawyers, vice-chancellors, enlightened citizens and students, convened in October 1977. In formulating the education policy presented in the present document, the recommendations have since been processed by the Ministry of Education. The provincial governments and universities have also been consulted, and suggestions coming from the press,

public, educational and research institutions have been given due consideration.

The first 12 pages present a statement by the Minister of Education, and the subsequent 26 pages present the salient features of the policy objectives/strategies covering some 30 themes.

C. EDUCATION REVIEW REPORTS

9. Botswana: Education for Kagisano - Report of the National Commission on Education, Gaborone, Botswana, April 1977, Vol I (296 pages) (Vol II includes annexes)

The National Commission on Education was established in December 1975. The report was submitted to the President of the Republic of Botswana in April 1977. The report presents a broad ranging review of Botswana's Education System, its goals and major problems and makes recommendations for improvements in education. The report is organised in nine chapters: problems and issues of education in Botswana; educational goals; primary education as a national priority; secondary level education; teachers and their training; out-of-school education; organisation, administration and planning, and implementation.

10. Kenya: Report of the National Committee on Educational Objectives and Policies - Republic of Kenya, Nairobi, December 1976 (491 pages)

The Report of the National Committee set up in December 1975 was submitted to the Government in December 1976. The National Committee was chaired by the Permanent Secretary in the Ministry of Education and the report presents an evaluation of the present system of education, defines a new set of goals for the next decade, and formulates a specific programme of action for achieving those goals. The report is organised in 17 chapters: National Social, Cultural and Economic Values; Education and National Development; Education and Rural Development; Education and Employment; Access to Education; Basic Education (primary and junior); Secondary Education; Special Education; University Education; Post-school vocational Training; Continuing and Adult Education; Teachers' Education; Educational Materials and Equipment; Organisation of National Examinations; Management of Education and Training; Co-ordination of Education and Training; and Resources for Education and Training. It also includes a number of annexes related to the working sessions of the National Committee.

11. Sierra Leone: Education Review - All our Future. Sierra Leone published under the auspices of the University of Sierra Leone, Final Report 1976 (163 pages)

The University of Sierra Leone initiated the Sierra Leone Education Review in 1973. The Draft Final Report was published in 1976. It deals mainly with the formal system and 'little more than cursory mention (is made of) educational activities outside the formal system'. The recommendations contained in

the document were broadly endorsed by the Review Conference which, in a resolution, "requests that implementation of the recommendations be not delayed and urges the government to move as speedily as possible to include them in its policies".

Once the government accepts the proposals of the Review Report 'it will certainly be necessary for detailed work on costing and phasing the proposals....since there are many gaps in the costing in this report'.

D. LONG TERM PROSPECTS

12. Algeria: Reforme de l'Enseignement - Plan quadriennal, Volume I - Perspectives lointains. Ministère des Enseignements Primaires et Secondaires, Republique Algerienne Democratique et Populaire. No date of publication (typed version) 50 pages. (Volume II - Mise en oeuvre de la Reforme, and Volume III - programmes sectoriels)

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